

Child-Welfare Magazine

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Programs for June

Now that summer holidays are almost here, it is time to stress those features of education which are the particular province of the home and the community. Much can be done to stimulate and develop the broader aspects of education (already begun in school), such as the ability to reason and think clearly, and the appreciation of the best things in life, by the sympathetic and careful guidance of summer activities of all kinds—games, sports, reading, nature study and household duties. Let it be

A SUMMER OF HEALTH AND HAPPINESS

For the High School

1. *Home Education.*
2. *How to Give the Children a Good Time.*
3. *What to See—Film Suggestions.*
4. *Fourth of July Fun for the Whole Town.*

For the Mothers Club or Parent-Teacher Association

1. *Play and Stay Young.*
2. *The President's Message*
3. *The Boy Who Didn't Pass. A Poem.*
4. *New Playfields for Growing Towns.*
5. *Our Public Schools.*

For the Pre-School Circle

1. *Curing the Penny Candy Habit.*
2. *Invest in Health.*
3. *Questions for a Mother.*
4. *Some Things to Be Taught at Home.*

It is urged that every Association encourage a wise and patriotic celebration of the Fourth of July. Two articles this month offer practical suggestions for the carrying out of programs.

Read the President's Message, delivered on May 6th at the National Convention at St. Paul, and apply the "four points" to a review of your Association's work during the past year.

The President's Message

From the President's Annual Report, May 6, 1924

A YEAR ago we set forth upon an "adventure brave and new," for such is always a new administration. In the twenty-three years previous to 1920, the pioneers of the Congress had brought it over the practically unbroken ground, to a membership of almost two hundred thousand. In the great gathering at Louisville in 1923 we saw the results of three years of devoted service rendered by a consecrated leader, when in one brief administration under a policy of liberal encouragement, the organization reached a total of 532,000 men and women dedicated to the cause of child welfare. To some came the fear lest this sudden advance should prove to be a tidal wave which would recede and leave us facing at least a temporary ebb; but rather has it shown itself to be a mighty river to which a right channel has been opened and which is sweeping through the land, bringing prosperity and progress with it, for we rejoice in the knowledge that we have made in the past year a still greater forward movement, as is shown by the report of the National Treasurer, which shows us a gain of 120,841 individual members, with two states as yet unreported. And this represents our lowest estimate of the influence of the organization, for in many states there are affiliated groups in contact with the state Branches and in sympathy with different phases of our work, and in all states there are many who have not yet learned the lesson of the Good Samaritan and who, like the good priest and the zealous Levite, are so absorbed in their own interests close at home that they are passing by the neighbor from another country, having not yet developed state pride and loyalty, and having failed to grasp the power of a nation-wide relationship for the good of all children, "from sea to shining sea."

But the light is spreading, as witness the increase of the national Birthday Gift by almost a thousand dollars over that of last year—a gift which will go back in service to the states wherever it is most needed.

Financially, then, our year has been satisfactory, showing a steady growth in membership and income, and a liberal disbursement for the benefit of the Branches and of the national organization.

A new year lies before us, full of opportunities and possibilities. With each succeeding month our path becomes more clearly marked, and if we can move along it as a unit, strong in certain convictions, loyal to certain standards, with our eyes fixed on the same certain goal, we shall not wander far astray.

The greatest temptation that lies before us is that of doing what everyone else does. And as individuals we may do just that, but we must not drag our organization with us. There is nothing that we *cannot* do—you see, I have great faith in the ability of our people—but there are many things that we may not, should not do, and we must have courage to say so. Our task is so tremendous, so overwhelming in its extent and difficulty that only dire failure can result unless we put into it all the force, the brains, the perseverance, the faith, that we possess. To make good parents and teachers for twenty million boys and girls! And to make twenty million girls and boys into fine healthy, law-abiding citizens! And in this task to lose sight of all pettiness and selfishness and intolerance; to realize that whatever we see in our neighbor, be it man or woman, teacher or parent or child, that we would criticize or condemn, is there **BECAUSE SOME PARENT HAS FAILED!**

Let us try to learn the lessons that lie for us in the organizations with which we co-operate. Let us enter into friendly rivalry, **TO PUT THEM OUT OF BUSINESS!**

Not because we want to add to our glory by doing what they are doing; not because we think we cannot shine while they are so much in the limelight; not because we want our own especial label to be on more good works than that of anyone else; not for any of these reasons, but just because if we could do our work as it ought to be done, there would be nothing left for them to do! If parents knew and observed the laws of health, there would be no need for a great organization to undo their blunders. If parents observed the law and taught others so, there would be no need to organize for its enforcement. If honesty and civic righteousness and patriotism and courtesy and cleanliness, and its next neighbor, Godliness, were in their rightful place—the home—we should not have to be looking for super-men and women to teach in our schools, in addition to the regular matters of a good education, the things we are thrusting upon them because they are at least trained to *teach*, and we are not trained in *any* way for the profession into which we have rushed instead of treading with a righteous fear.

But just as the teachers cannot obtain one hundred per cent of good results unless they have the parents' co-operation, so the parents can no longer bring up their children alone; the same system must run from the home into the school and back again, and to achieve this, parents and teachers must not only meet and be entertained together. They must appreciate their interdependence and take up their mutual problems as co-workers, until the trained parents lift from the shoulders of the now over-burdened teacher those things which never should have rested there, and which they have at last come to realize are a part of home education.

Last year we took four points on which we would lay especial stress, but we did not expect to round them off as finished and take up four more this year. Perhaps it is the careful consideration which some of us have given to those four thoughts which has brought out something overlooked, which we must add to our program.

1. All-the-Year-Round Parenthood.
2. The Things of the Home Brought Back to the Home.
3. An Educated Membership—in Understanding of our Organization.
4. The Value of Education to the American People.

We have not outgrown them, have we? They still sum up a year of work and our task is not yet done in respect to them. Let us add to them the wise suggestion of President Coolidge when more than a thousand women went to the White House last month to prove to him that we wanted law enforcement: "I wish that the emphasis could be laid more on LAW OBSERVANCE than on LAW ENFORCEMENT." We can find a place for this thought under our first object, and in the home we can plant the seed for this great contribution to our nation—a generation of observers of the law.

We are here to-day from the North and from the South, from the East and from the West. We are here full of high purpose, of enthusiasm, of faith in our vocations, and in the reason for our organization. Let us not look upon this vision of a mighty truth, a great cause, and then—go away into our own homes. Let us rather carry it with us, measuring by it all that we do and think and say, until the smallness and the selfishness and the bitterness which creep into every phase of life in spite of all our dreams and our ideals, shall shrink to nothingness for very shame. Let us say with that great master-preacher who brought the Vision Splendid to so many souls:

"The old year is fast slipping back behind us. We cannot stay it if we would. We must go on and leave our past. Let us go forth nobly. Let us go as those whom great thoughts and greater deeds await beyond."

MARGARETTA WILLIS REEVE.

HOW TO GIVE THE CHILDREN A GOOD TIME DURING VACATION

BY NENA WILSON BADENOCH

WHEN the last hour of school has passed and the children come home jubilantly with their pile of books many a mother has a sinking of the heart, wondering just what she is going to do to keep them busy and happy. Will she turn them loose to do as they please in the two months or more of vacation, letting them fritter away their time with a freedom which leads to lawlessness and laziness, with lax hours for food and sleep? Or will she mold this freedom in a constructive way that will bring the children to the first Tuesday in September full of vigorous health, physically and mentally alert, with awakened interest in the world about them and an increased capacity for the new work ahead?

The summer is usually a period of growth and abounding health for children who are given the right kind of food, enough sleep, and plenty of outdoor occupation and play. The temptation to eat between meals, which leads to poor health, may be forestalled by regularity of meal time. Much fun and informality may be had with picnic lunches or dinners under a shady tree or in the park.

To keep the children healthy and comfortable not only requires the right foods at regular times, but also many cleansing and cooling baths with an adequate supply of fresh clothing. With a bath brush and spray even five-year-old Tommy can be taught to scrub and spray his body into fresh coolness for restful sleep. Bare feet and light, clean clothing bring health to

the body as surely as sun and air make leaves green.

One of the health problems during the summer months is to see that the children get enough sleep. The tendency toward irregularity in the bedtime hour is most natural when, on hot nights, the house is stifling and all of the world is awake and outdoors, or when the daylight saving hours make it light until ten o'clock. But children need regular sleep and enough to keep them fresh. Some shift their hours and sleep later in the morning; others go to sleep as they speed along in the family auto. On very hot nights I have often dressed my children in nightgowns and kimono's, provided pillows and light covers, and taken them in the auto into the cool fresh air of the country. The purpose of the ride was understood at the start and it never was very

"Let them play and have a good time now; they'll grow up soon enough and have to work," says the thoughtless, indulgent parent who lets the children "run wild" all summer. But will they be ready for work and the pleasures of work? The problem is largely one of mental attitude toward one's tasks. The child who has not known the joy of accomplishment is to be pitied—as well as the child who has not known the joy of play. It is the parents' opportunity to direct ingenuity and originality so that the term work will never be synonymous with the term drudgery.

long until they were sound asleep.

Because of the general tendency toward less sleep it is especially desirable, even with older children, to insist on a rest at noon. It may not mean sleep, but at least each person should be alone, sitting or lying down, which invariably brings relaxation. I have found it necessary to provide my children with pictures or books to look over, crayons for drawing, or other attractions to quiet occupation. Often they drowse off to sleep, sometimes not, but invariably they come from their rooms, at the end of an hour or an hour and a half, refreshed and rested, ready to play happily for the rest of the day.

With the fundamentals of health provided, the children are ready for happy work and play all the day. Each day of vacation should begin, I believe, with some definite home task. It may be sweeping the porches, making the beds, gathering the vegetables, going to market, or washing the dishes. The task or tasks may be suited to the age and ability of the child, but every child should contribute something to the running of the household. I have found it important to assume that this work will be done willingly and cheerfully and as a matter of course. Never should it be made drudgery or the source of nagging. It is far better to leave it undone and let the child see the silent reminder of it all the day than to nag about it or do it for him. To make the work interesting a change of tasks may be provided each week, or a system of promotion may be instituted so that the child tries hard to do a task well enough and speedily enough to pass on to a harder one. The age between eight and twelve is said to be the golden age for the teaching of housework, and boys should have the training as well as girls, just as girls should learn to drive a nail straight or put in a screw. Any spirit of play and interest which can be introduced with the daily task helps to maintain the right attitude toward work, a point in mental hygiene that may affect the whole life and working efficiency of the individual.

For these daily tasks I never pay, as I expect the child to contribute his share to the home life. When they are done, I let the child feel that his bit is done for the day and he is free for other plans and occupations. But there is certain work about the house for which I do pay, and the child may earn the money if he likes. Our arrangements are on a purely business basis; the work has to be done satisfactorily. I make it a point to keep some small change on hand so that I can pay at once for completed work.

With the home duties happily planned and put into practice, the mother needs to talk over with the child what he would like most to accomplish during the summer

months and plan for some constructive work. The mother of two active boys tried this plan: She proposed to give each one five dollars with which to finance any work he might wish to undertake for the summer. One of the boys interested in carpentry wanted to build a shack. The brother thought that if he could learn to lay bricks his happiness would be complete. So it was agreed that he should build a fireplace for the shack. This required a good deal of reading and making of plans, with figuring of lumber and bricks, consulting of price lists, and scouting for the best market. The mother was as keenly interested as the boys, but was careful to offer suggestions only when consulted. It brought a comradeship and co-operation which was even more valuable than the work done, and it provided a constructive interesting occupation for the summer, which kept the boys constantly out of doors working with hands and brains.

A nine-year-old friend of mine was eager to earn some money during his vacation. He wanted to sell something. His mother agreed to go into the candy business with him. She was to be the production department, making the candy, and he was to be sales manager. She made some fudge for samples, and he solicited orders among friends and neighbors, offering a taste of his goods. John bought all supplies, paying for the free samples out of his first profits. The profits were then divided equally between the two partners. Early in the partnership a complication arose which provided excellent opportunity for training. More than a pound of candy was on hand after orders had been filled. John was supposed to find another customer for that amount. It was a rainy day. Curled up in a big chair to read, John thought a taste of candy would be very nice for himself and brother. The result was that at dinner time only a few pieces of the pound remained. His mother questioned him, and upon learning the facts said that she would have to dissolve partnership, for the candy belonged to both of them; in it lay their profit, and, most important of all, to

use partnership goods without the knowledge and consent of the second party was plain dishonesty. John was deeply distressed and begged for another chance. He paid the mother's share of profit on that pound out of his own earnings, and the offense was never repeated.

Little girls invariably like to sew for their dolls. They can gain much practical knowledge if they are allowed to buy their materials, learning the kinds and quality of textiles, cut their patterns, and use the right kind of stitches. We had a great deal of fun in a club of three little girls who wanted to sew. They met twice a week for instruction and carried home work planned for other days.

Boys always go through a certain stage when their keenest interest lies in digging a cave and cooking out of doors. If a vacant lot is near home this can be arranged, but it is important to make sure that the construction is right so that there will be no possibility for the earth to cave in. This interest makes a splendid link with the boy scout training of kindling fire and of camp cooking, with the baking of beans and potatoes.

For city apartment dwellers the back porch may offer the only spot for outdoor constructive occupation. The children will revel in painting it, filling window boxes, or making them, hanging curtains, and making cushions. The important point in training lies in letting them do the planning, buy the materials, with judicious supervision, and actually do the work.

For the free play of my children I have

provided a neighborhood sand box in the back yard—near enough my window so that I can see and overhear the play without intruding—and a combination play frame, with sturdy uprights and cross beams, which support a swing, a “shimmy” rope as the children call it, a ladder for climbing, and a horizontal bar. The yard has become a miniature community playground, for all the children in the neighborhood gather there. There are only two rules on which I insist: “take turns” and “play fair.” A two-by-four scantling placed on edge provides a substitute for walking on the old picket fence and gives good training in balancing.

Every mother's chance to know her busy and developing children and to keep their comradeship lies within the vacation days. If during the weeks they are at home she plans a special outing or sight-seeing trip once a week, taking them boating or bathing, to the woods or park, she will have as happy a time as they. With games about the birds they see, the kinds of trees and shrubs, the activities of the people they pass, she can do much to arouse their interest, occupy them, and sharpen their powers of observation.

Every mother who makes a study of the health needs of her children, their contribution to home tasks, constructive occupation along the lines of their greatest interest, opportunities for free play and occasional outings, will find that the vacation period is a time of happiness, health, and comradeship, surpassing all other times of the year.

—*Courtesy of "Hygeia."*

DO YOU TEACH LYING?

If you are a parent and anyone asked you if you taught your child to lie, the chances are that you would feel indignant.

You may think yourself guiltless of teaching your youngster to lie, and it is quite possible that you may be guiltless. But, if you are holding before him or her the fear of getting punished, you have no defense whatever.

Judge Ben. B. Lindsay, known throughout the country as “the kid's judge,” because he knows so much about children, declares the greatest cause of lying among children to be fear.

He holds that children should be taught to desire to do the right thing instead of to avoid doing the wrong thing to save themselves from punishment.

Which system are you using in your home?—*The Hope Chest.*

*Getting Into the Game*

PLAY AND STAY YOUNG

BY MABEL TRAVIS WOOD

Playground and Recreation Association of America

SO FAR as the play instinct is concerned, we never grow up. Though grown-ups do not need play for growth, as do children, they need it for recreation—the refreshing of the body, mind and spirit after the day's work.

Have you heard of the disease called "spectatoritis"? The symptoms are the victim's tendency to get all his recreation by proxy. He sits at the theatre and the ball game and watches others play, never supplementing this amusement with active recreation. Such an alarming proportion of adult Americans have "spectatoritis" that it might be called a national disease. But its arch enemies, the community playground, recreation center and play leader, are increasing so rapidly that there is hope of its eventually becoming extinct.

The person who, when the question of directed playgrounds for the community's children comes up, says, "Why teach children how to play?" should be asked to look about the average crowd of grown-ups and find the answer. Ask him to determine by their faces and their carriage how many have never learned in their childhood the secret of forgetting one's self in the joyous abandonment of a game or contest. Thwarted play instinct is responsible for

a good deal of the discontent we see among men and women.

Happily, it is never too late to teach adults to play. It may difficult to break through the reserve that playless years have built up. It may be difficult to get minds to co-ordinate with muscles in unhabitual ways. But the play instinct, once released, will assert itself.

In many old-world countries grown-ups have the custom of going into parks and public places to play games, perform gymnastics, march, dance and sing. American cities are coming to this. More and more of them are setting aside the children's playgrounds on specified evenings for the use of adults. Rutherford, New Jersey, has been doing this two nights each week. The grown-ups go to the playground to sing and play, and act as merry and carefree as the children do on the other nights of the week. They don't appear ludicrous at it—and, after enjoying their first few play nights, they stopped caring whether they did or not.

One of the most popular play activities which communities have organized for adults, both men and women, is volley ball. This is an active game which may be played either indoors or outdoors. It in-

volves team play, but is not too strenuous for grown-ups on the shady side of middle age. In Oakland, California, where the municipal recreation department has organized a number of women's outdoor clubs, a woman of sixty, in poor health, joined one of the clubs and took up volley ball. Because of the strength and resistance the outdoor play built up, she was able to undergo an operation for gall stones which was the final step in restoring her to health. The surgeon told her that she could not have been operated upon had it not been for what volley ball had done for her.

Group games and folk dancing have also proved popular forms of community recreation for adult women. In Hoquiam, Washington, some thirty over-plump women organized into a "Get Thin Club" by Community Service agreeably combined reducing with group games and gymnastics. Community Service of Seattle recently held a play school for mothers. Learning to become volunteer playground leaders, mothers incidentally were led into the path of daily, active, outdoor play for themselves.

For men the old rural game of horse-shoe pitching has been revived by many towns and cities. Tournaments have been arranged and enthusiasm waxes high. Portly fathers and grizzled grandfathers have become town athletic heroes because of their canny shoe-swinging. A Pennsylvania city which used to spend \$20,000 every summer for a professional baseball nine has organized community-wide horse-shoe pitching instead and the baseball has not been missed.

An illustration by Frederick J. Garner, which appeared in "The Nation's Business" for March, with an article, "Your Playground a Business Asset," by William Butterworth, President of Deere & Company, strikingly expresses the value of community recreation for industrial workers. It shows men pouring out of a factory at quitting time, not in the usual heavy-footed procession, but buoyant and smiling because a baseball bat and mitt are slung over their leader's shoulder and they are

bound for the athletic field. In his article, Mr. Butterworth urges heads of industries to support community play rather than to promote industrial recreation, which is too apt to savor of paternalism.

The stores in many towns and cities now close on Wednesday afternoons during the summer because their employees cannot have a half-holiday on Saturday. More and more communities are adopting the idea of providing some special outdoor recreation on those afternoons—often in the form of an athletic meet. Mary and Jessie from the department store notion counter, and Miss Blum, cashier at the Star Market, are among those initiated into the fun of team play. The stoop-shouldered shoe salesman becomes the Babe Ruth of the afternoon by a spectacular slide into third.

The old-fashioned game evening is being extensively adopted by communities as recreation for adults. Parent-Teacher Associations are forwarding it. At the annual convention it is planned to have a demonstration of a community play evening. Delegates may carry the idea back to their communities and thus will strike a compelling blow against "spectatoritis" and for joy and health.

If the game evening can be held out of doors, in a park or playground or a street shut off from traffic, so much the better. If not, use the school gymnasium or make the "town hall" live up to its community significance.

The successful game leader must be possessed of resourcefulness, a love of folks and what is commonly known as "pep." Among the general rules which he or she should follow in leading games are these:

- (1) Always plan more games than you can use.

- (2) Be on the alert for waning interest in a particular game. Stop while the interest is still high.

- (3) Use a whistle to secure quick attention. A short blast means the game is over.

- (4) Alternate active games with quieter ones.

- (5) Re-group the people often.

Suggestions for game evenings may be obtained from The Playground and Recreation Association of America, at 315 Fourth Avenue, New York City. Among the handbooks the Association publishes are: "What Can We Do?" price twenty-five cents, describing social games; and "Fun for Everyone," price fifty cents, describing various forms of community entertainment.

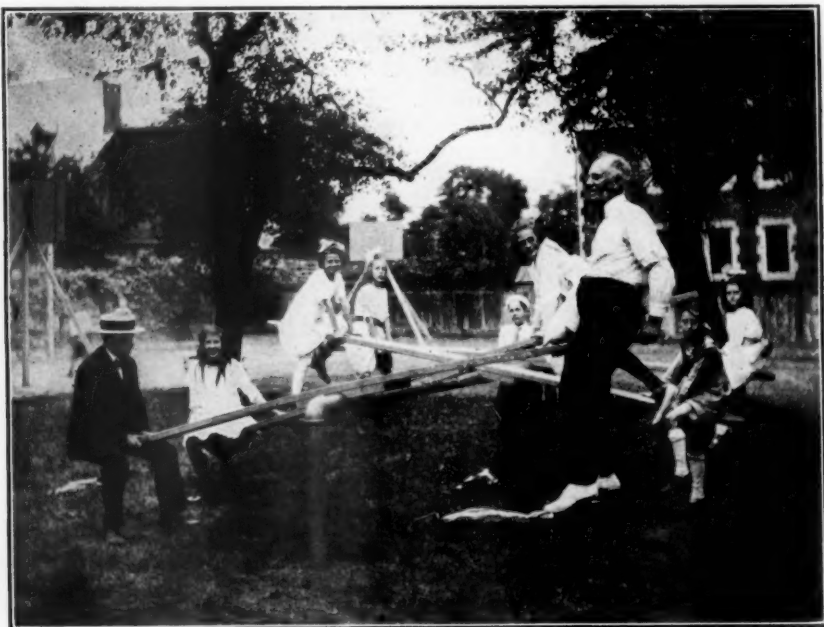
According to the Life Extension Institute, our death rate between the ages of forty-five and sixty is steadily rising. Deaths from such diseases as typhoid and pneumonia are decreasing, but those from nervous, heart, kidney and digestive troubles are increasing. This is attributed mainly to lack of outdoor life and vigorous muscular exercise.

Lately the importance of exercise for health has been widely impressed upon us, and many are taking up some system or other of exercises. They could get as good

physical effects through spontaneous play, and have more fun and sociability about it. Also, the play would do something to them mentally which no amount of formal exercise could do.

Every parent who is interested in this subject of community recreation for adults should ask himself or herself not only "Is my community doing enough to promote active recreation for its grown-ups?" but "Am I getting enough of this kind of recreation myself?"

One high road to a more complete understanding between parents and children starts on the simple and happy ground of mutual understanding in play. Play with your children at home and enjoy in the community the same recreation activities that they do. Boys and girls appreciate fathers and mothers who sit on the sidelines and cheer their playing, but even more they appreciate fathers and mothers who get into the game themselves.



Fun for Everyone

HIS OPINION NOT ASKED

"Whom does the baby resemble?" asked the visitor.

"If I am correctly informed," replied the proud father, "he gets his beautiful eyes from my wife's family and his weak chin from mine."—*Hope Chest*.

FOUNDED ON FACT

BY ALICE F. KIERNAN

THE front page bootlegging news of the great "wet" dailies have hypnotized many friends of prohibition into believing that prohibition is not only not being enforced, but *cannot* be enforced, and that from every angle it is a plain failure. In addition to the "wet" press, an insidious menace to enforcement has been the propaganda by word of mouth—"gossip"—in every community, that bootlegging is universal and prohibition has failed. Mr. A. B. MacDonald in a recent issue of the *Country Gentleman*, had an enlightening article on this phase of the subject styled "Lying About Prohibition," in which he says that he had traveled during the past year all over the United States, and had been greeted in every community with the above gossip. With few exceptions, when he "called the hand" of his informant, and asked for definite information as to concrete cases, the claim was practically withdrawn by the embarrassed rejoinder, "Well, so I'm told." Mr. MacDonald says that the only parts of the country in which he found wide violation of the Volstead Act, were on the Canadian border and along our coasts, and in three or four of our largest cities. I never realized what was happening to me in the way of being hypnotized in spite of myself, until I read Eleanor Booth Simmons' article, "Prohibition Progress" in the July 14th *Woman Citizen*, and experienced such an awakening of hope and determination that I decided to pass on some of her comforting facts to readers of the CHILD-WELFARE MAGAZINE, to be broadcasted by them among the doubting Thomases of their communities. As space is limited I shall confine myself largely to citations from the results of investigations made by Mr. Gifford Gordon who was sent to this country by the Victorian Anti-Liquor League of Melbourne, Australia, to study the results of the 18th Amendment, and whose work covered a wide range of conditions in many sections of the country. His initial work

in New York City was discouraging, but he changed his mind after a broad outlook over the whole field. For instance, when investigating the status of alcoholic insanity, he found that at Battle Creek Sanitarium, the hospital wards formerly devoted to men suffering from this trouble are practically empty; and that, of the eighty-four former Keeley, Neal, and Gatlin cure establishments, only seven are now used for that purpose, and one of these is a general hospital. The remaining six look after cases of stomach poisoning. Dr. Woods Hutchinson, too, declares in a recent statement, that hospital cases of delirium tremens have decreased eighty to ninety per cent. Dr. Haven Emerson of Columbia University says that the unusual drop in the death rate from tuberculosis has convinced him that one big factor in the decrease is the better standard of living created by the fact that "the worker no longer spends five to ten per cent. of his money on drink." Dr. Alexander Lambert, great consultant of New York hospitals, says that "prohibition has changed the type of hospital patients. One doesn't see the chronic, soaked victim in our wards now." Mr. Gordon learned from the Salvation Army's department of rescue and slum work that the number of applications for relief has been cut in half, that families are more prosperous, there are fewer deaths of children, and no cases of infants smothered in bed by drunken parents. Immorality has lessened too, for it is a well-known fact that the baser forms of immorality depend on liquor for their stimulus. With few exceptions, charitable organizations reported a phenomenal drop in their number of cases. For instance, the St. Louis Provident Association had in 1917, four hundred and twelve drink-ridden families on their books, and now have only twenty-three. Boston's total dropped from nine hundred and eighty-four in 1917 to seventy-three in 1923, and so on, in one city after another. Savings bank officials give aid and comfort

by their declarations that reserve funds against the rainy day have increased as the result of prohibition. For instance Bird W. Spencer, banker of Passaic, New Jersey, asserts that prohibition accounts for an increase of \$1,500,000 in the savings deposits of that city, and S. S. Kreager, of Detroit, head of a chain of five and ten-cent stores, says that "business is better, savings accounts have increased and many business men who formerly opposed prohibition, now favor it, because it is good business." Thomas F. Wallace, treasurer of the Farmers and Mechanics Savings Bank of Minneapolis, swells this cheering chorus by saying "where the Federal Act has been honestly enforced, it is an important factor in providing a reserve fund for the working man in periods of unemployment." Courts and judges come to our rescue with their testimony on the result of prohibition. Judge William N. Gemmill of the Chicago Municipal Court, told Mr. Gordon that there has been in America a decrease of persons arrested for drunkenness, of more than six hundred thousand a year. He has made recently by correspondence an investigation of records in fifty American cities, representing nearly a fourth of our population and found that in only four cities were the arrests for drunkenness in 1920 greater than in 1917—in Cleveland, Little Rock, Detroit and Omaha. Many more details of prohibition results can be found in "Save America," an excellent pamphlet, edited by Mrs. William Tilton, legislative chairman of our National Congress of Mothers and Parent-Teacher Associations on behalf of a joint legislative committee representing many of the leading women's organizations of the United States, and containing conclusive answers to all the stock objections to prohibition. It is unquestionably the best collection of ammunition for the struggle that has been made up to date. It can be had for thirty-five cents from the National Committee on Law Enforcement, Boston. To its answers to the demand for repeal of the Volstead Act, may I add an excellent one given by a speaker at the banquet given in connection with the splendid Law Enforcement Conference, held at Harrisburg, Penn-

sylvania, on January second? After remarking that in round numbers four thousand murders were committed in this country during the past year, and that only about four hundred of the criminals committing them had been punished, he said that up to date, he had heard of no move to have our law in regard to murder repealed. I had the pleasure of attending the above-mentioned conference, and feel that this is a golden opportunity to hand on to you a few of the "high lights" of its decisions, as they fit conditions in all other states:

First—That prohibition can never be a genuine success until the enforcement service is removed from politics. "The policy of the federal administration whereby appointments are dependent on the recommendations of Senators, Congressmen and political chairmen is responsible for the large number of unfit men, including even former saloon keepers and bartenders, in the service. Not until the President frankly and firmly takes this entire service out of politics, and gives a responsible head full freedom in selecting and controlling his men, can the purpose of the Volstead Act be accomplished.

Second—"The present jury system is a prolific source of evil in many counties. Unfit jury commissioners select jurors who are in sympathy with law breakers. On the other hand, respected and law-abiding citizens in large numbers evade jury service. As a result, men of low grade in our Grand Jury, refuse to indict, and in our criminal courts, fail to convict those guilty of crime."

Third—Infringement of the Volstead Act should be punished by jail sentences and not by fines. Bootleggers are abundantly able to pay heavy fines. In communities where jail sentences have been handed out, there has been an immediate cessation of bootlegging.

Fourth—The noisy minority of breakers of the Volstead Act is an exceedingly dangerous one, and plans to pack our legislature with "wets" next year. It is, therefore, exceedingly important that law-abiding citizens get to work at once to de-

feat this move at the primaries in April. Join the League of Women Voters in your town and interview all candidates publicly, register without fail, and organize a movement for getting women to the polls by automobile, who might otherwise find it hard to get there. The responsibility for enforcement lies squarely upon the good citizens of every state. They are in the majority and can win out if they will all get together and work consistently and

definitely for the program suggested above.

Let us abandon the favorite policy of many good American citizens of "letting George do it"—in this particular case of falling back upon the Anti-Saloon League and the W. C. T. U. to do the real work. Let us be individually responsible for helping to mould public opinion by telling the real facts about the results of prohibition, and the remedies for our present inefficient enforcement.

HOME EDUCATION

"The Child's First School is the Family."—FROEBEL

WET BLANKETS

BY ETHEL G. PETERSON

AGNES rushed excitedly into the room, intent on telling the family about the tennis match. She had not finished two sentences when Jack, who had reached the fastidious stage in his existence, interrupted.

"Gee, you're a sight! Mother, can't you make her fix her hair better? It's forever tumbling down; other chaps' sisters don't look the way she does."

Mrs. Norris said gently, "Jack, let Agnes tell her story."

Agnes made a grimace at Jack, but went on with her tale, an account of the game she had won against odds. She was making a very good narrative of it, but now it was Big Sister who said, "Don't talk so fast. Nobody can understand a word you say."

Agnes ignored this, too, but when a minute later her father remarked mildly, "Daughter, bully is not a nice word for a young lady to use," the child, already overwrought with the strain of the game, burst into tears, and left the room, sobbing out, "When I tell you folks anything again, you'll know it."

The family commented in resigned tones on Agnes' dreadful temper, but my sympathies were all with the girl, for I remembered my own childhood. I was the intense, emotional type, my mother calm, reserved, and a purist in the use of English.

I would rush in all eagerness to share my news with mother. Probably her first comment would be, "Alice, your voice is several octaves too high. Get it down."

A little subdued, I would recommence, only to hear, "That word is accented on the first syllable, not on the second."

When I had been stopped several times in that fashion, my enthusiasm had evaporated. Mother, noticing this, would laughingly say, "Now go on and tell me about it. I simply wanted to call your attention to that word before I forgot."

And many times I, too, flounced out of the room with the silent resolve never to tell mother anything again.

Now, I know that it was mother's love for me, her deep desire that I should excel, that made her critical, but to this day I have a fear of her criticism of any talk I may give, or any article I may write—the childish impression is still too strong. And as a consequence, mother has been hurt many times at my reserve over my personal affairs.

So I have firmly resolved that both for my sake and theirs, I will not "wet blanket" my children's first enthusiasms. If criticism must come, let it be later, after the first excitement has worn off.

Issued by the National Kindergarten Association.

CURING THE PENNY CANDY HABIT

BY REBEKAH BARNETT HOFFMAN

THE dollar sign is often used to denote the chief thought of the American adult, but little attention has been directed to the insidious obsession of the American child for the penny.

"Mother, give me a penny," is a prelude to acts in which the doctor and the dentist play leading rôles. In fact, if the penny habit is traced logically to its conclusion, the whole community is vitally interested in whether Helen or Benny gets that penny or not. Candy eating, according to nutrition experts, is responsible, indirectly, for a great proportion of the ills and ailments that flesh is heir to. With 75 per cent of the school children physically handicapped in one way or another, the public has begun dimly to realize that the only way to meet the problem is to attack some underlying cause.

Giving Helen or Benny one penny does seem an easy way to procure peace in the household. The whine is stopped, a bright satisfied smile takes its place, and mother can proceed to get supper ready. Then mother forgets the penny and does not even inquire what becomes of it. Little does she dream that she herself is purchasing sickness and unhappiness for those she loves best. Malnutrition dates back to the Garden of Eden, when Eve gave Adam the fateful apple, and woman has been the direct purchaser of health for the family ever since.

Little time is lost between the time the penny is transferred from mother to child, to when it is again transferred from child to the candy store. The candy store is the penny magnet. If there was but one central candy store in the country, what countless little brown disks would come rolling to it from every direction.

The most direct effect of the candy purchased is the loss of appetite which it produces for foods of milder taste. When supper time comes, mother is completely mystified why her child has no appetite and refuses to eat the vegetables and drink the

milk which she knows is just what is needed for building healthy bodies. The mother scolds the child for not eating, when it is she herself who has provided the wherewithal with which the child ignorantly spoils its stomach.

When milk and cereals and vegetables are no longer interesting, the stomach craves highly seasoned meats and pickles and rich preserves—and so the habit grows. Not only does the child not get the foods which form the foundation for strong bodies, but the sugar and spice actually irritate the digestive tract in a way that makes it difficult for the food to be absorbed properly.

Now the sad tale really commences. A child who won't eat or who doesn't get enough nourishment soon loses that happy buoyancy and balance of youth. Helen or Benny, whichever it may be, and riches or nationality have nothing at all to do with the case, gets cross and irritable. This state may continue for some time without receiving much attention from the rest of the family. Then the child gets nervous and easily fatigued—apparently for no reason whatever.

The next step is reached when bad colds develop and grippe appears occasionally. The blame is laid on everything and everybody except the real culprit—poor nutrition. An ill-fed body simply hasn't the necessary resistance to offer when the germs come rapping on the door, gently at first, but finally more and more persistently.

It is not generally known that constant and frequent colds lay the foundation for enlarged tonsils and adenoids, for it is usually thought to be the other way round. It is the cold that produces a super-moist condition in the throat due to the catarrh, and this moist, inflamed territory favors the growth of those obstructions which constantly interfere with the child's mental and physical advancement.

Another interesting bit of news from scientific headquarters is the fact that colds

and adenoids help to cause bad teeth. Colds and adenoids produce mouth breathing. Mouth breathing causes the saliva to dry out, especially during the night. Saliva is the natural protective fluid of the teeth—sort of an old-fashioned moat, which keeps out intruders. With the saliva lessened or gone, the multitudinous army of germs hidden away in the little particles of food often lodged away in corners of the teeth, begin work at once and cause decay.

Teeth may further be weakened by candy-eating because of the fact that sugar has a great affinity for calcium, and may draw it out of the teeth. It was found in England that the number of children with caries (tooth decay) was decreased 42 per cent during the war, when the sugar consumption was reduced to a minimum through the rationing system. The results are more startling if stated in another way. The children free from caries before the war were 5 per cent of the total examined. After the war they were 44.4 per cent. This means that the number without caries was increased 900 per cent.

Malnourishment, colds, adenoids, and poor teeth have entered the stage thus far. They are closely followed by the dread array of contagious diseases which lie in wait for innocent youngsters. Over 50,000 children succumb to measles, whooping cough, diphtheria and scarlet fever every year in the United States. Death claims the child who hasn't fighting strength, and poor nutrition causes lessened resistance power.

There is certainly one thing from which every mother would wish to save her child. She may think sickness unescapable; she may believe death is a dispensation of Providence; but what would not any mother do in order to save her boy and girl from a court record, with all that it means both before and after the sentence has been imposed. It does not need any great imagina-

tion or health knowledge to know that many a case of juvenile delinquency would have been prevented if the penny candy habit had been changed to the milk and bread and butter habit.

The penny candy habit is an indicator of one of the primary causes of both malnutrition and delinquency—lack of parental control. Helen and Benny get the pennies, and they get a lot of other things that aren't good for them. Some parents never get over the idea that children are a sort of personally owned human toy. All kinds of food are given to babies because it looks rather cute to see them eat grown-up viands. Children are kept up in the evening long past their bedtime because father likes to have them around. Mr. Smith wants his boy to have just as much money for candy as Mr. Tomkin's son.

Another type of parent gives up the reins. "Herbert doesn't want it." "But Aby won't go to bed." "Mildred will never take a nap." And that's all there is to it. The child is the first to know who is boss in the family, and no grown-up tyrant is more bent on having his own way than a little child who can do exactly what he wants.

A brilliant woman in speaking about the state of present civilization, exclaimed: "We all know men are what women make them—and sometimes I think we ought to be ashamed of ourselves." It is even more true in the case of children.

The source of supply, however, is the vital point in every attack. Until those fathers and mothers, who dig pennies out of their purses and pockets, and hand them to their eager children, realize that they are paving the way to worry and sickness, the candy store will still do a big business.

Not only is good health an economy, but economy may mean good health!—*Courtesy of Doubleday, Page & Co.*

"Training in leadership in the education of parents" is the title of a course offered this year for the first time by the Teachers' College, Columbia University. The lectures will deal with the fundamental principles of child nature and development from the physical, psychological, and educational aspects.

FOURTH OF JULY IN MILWAUKEE

BY JOHN G. PALLANCE

Secretary, Sane Fourth Commission

FOURTEEN years ago, Milwaukee instituted the Sane Fourth of July Commission because of the appalling deaths and shocking injuries to citizens and the vast destruction of property, directly attributable to the reckless manner of observing the nation's anniversary of independence.

The Commission appointed by the Mayor of Milwaukee has functioned every year since, to the great enjoyment of the half million people of this, the largest city in Wisconsin. In 1912, two years after the Commission had been operating, not a death resulted from the celebration of July Fourth, and the fire losses for the day were no greater than those of regular daily occurrence. In 1922, the chief of the Milwaukee Fire Department allowed the firemen their usual time off duty on July Fourth, the first time in the city's history of more than half a century that this privilege had been granted on this day. July Fourth in Milwaukee, he said, had come to be like any other day in an eventful year, and for this he heaped praise upon the city government for instituting the Sane Fourth Commission.

The cost to Milwaukee each year for the past six years for the Independence Day celebration has been approximately \$10,000. This year, the legislature has given the city permission to spend \$15,000 on its celebration. No word of protest has ever been raised against this expenditure of the taxpayers' money, but many expressions of whole-hearted approval have been heard.

The Commission supervising the celebration is made up of fifteen men and women, appointed by Mayor Hoan who has at all times co-operated with the work of the Commission. The Commission carries on its business in the Mayor's office, meeting once a month during January, February and March, and once each week thereafter until the "day we celebrate." It arranges a pro-

gram for all sections of the city, providing for the various public parks. In each park, special numbers are supplied by the residents tributary to it. For instance, the Italians living in the neighborhood of Juneau Park arrange a program of native sports; the Polish residents in the vicinity of Kosciusko Park arrange dances and games adapted especially to their community. Each park has a chairman and a marshal appointed by the Commission. Neighborhood committees are organized to take over the celebration at the parks. Several parks now have permanent Sane Fourth Associations which hold mid-winter social gatherings to keep the spirit of fellowship alive from year to year. All park programs must first be approved by the General Commission. This is a very important factor in the successful celebration of the day.

THE PROGRAM

A collective program of the last Independence Day celebration held in ten parks of Milwaukee follows. From it may be observed the diversified entertainment provided and the method of its presentation.

The school children assemble at their respective schoolhouses and at 8:30, march to the central meeting point for their particular park for the day. At 9:00 o'clock the children march to their park, led by a large band. Each child carries a small American flag, and each school a larger national flag. Two large bands are provided for the groups of from four to eight thousand children, so that all may have the enthusiasm inspired by martial music. Many teachers march with their children, and Superintendent of Schools Potter, who is an advisory member of the General Commission and one of its untiring workers, is the happiest man in the United States on this day.

Arriving at the parks, the children are given a small and toothsome present, the

city's appreciation of their patriotic march. This award of merit has consisted of candy, ice cream or pop corn. One year a celluloid button with a patriotic inscription was given the children, but it was not popular—they couldn't eat it! Last year the treat was pop corn and this year it will probably be an ice cream cone—a dainty which seemingly has been the greatest incentive to the march.

Each park committee must have a goodly band of workers to see to it that the celebration in their park is carried out in the best possible way. Serving ice cream to children requires system and organization, if the workers and children are to be kept good natured. To watch the children all day requires continuous vigilance, for there may be from eight to ten thousand of them in the park during the afternoon.

All parks are barred for the day to vehicle traffic of all kinds. On this day the parks belong to the children. They may do as they like and romp where they will without thought of harm. The first year that the parks were closed to traffic on July Fourth much indignant protest on the part of motorists arose; now it has become a recognized necessity to a successful and joyous celebration of the day, and no one complains.

After the distribution of the candy or the ice cream, there follows a period of fun and sports. A program of games is arranged by the public school recreation department. Miss Dorothy Enderis, the director of this department, is also a member of the Sane Fourth Commission, and play leaders from the city playgrounds are assigned to the different parks for the day. From 12:00 to 1:30 is luncheon time, after which games and races are resumed for

another hour. At 3:00 o'clock a brief patriotic program is given.

Following the program comes the "do as you please" hour, and with it great and abiding joy. Games of old and modern times are indulged in by youth and adult. Parents may be seen playing "Ring Around the Rosy," "Leap Frog," "Drop the Handkerchief," or other games of fond memories. Park committees vie with each other in arranging the most attractive afternoon program. Some parks arrange to have a program of dancing on this day. The dance of old takes its turn with the dance of the modern day.

At 7:00 o'clock the band concerts begin, with patriotic and topical airs, and when darkness overspreads the city, magnificent fireworks displays are given in all the parks adapted to these celebrations. Last year there were displays in seven of the ten parks and thousands upon thousands lined the park boundaries. The day, truly a happy one for all, ends at 9:00 or 9:30 o'clock.

Were a vote of the people to be taken upon the question of the desirability of returning to the old and dangerous celebration, it is doubtful if a hundred people in the city would favor abolishing the Sane Fourth Commission. Where formerly the children shot cannon crackers in yards or on the streets, causing injuries, handicapping them all the days of their life, or destroyed property through the reckless throwing of a fire cracker, there has been substituted a form of celebration that assures safety, protects buildings and produces joy instead of grief. The Sane Fourth has come to stay in this country, and to Milwaukee is ascribed much of the credit for bringing about this needed reform.

FOURTH OF JULY FUN FOR THE WHOLE TOWN

THE idea of celebrating Independence Day in a manner befitting its true significance and at the same time making it a really rollicking holiday for young and old has quickly found favor in many towns and cities. The old plan of

having the grown-ups sit around in comparative idleness waiting to give first-aid to the fire-cracker casualties is no longer in vogue. In the up-to-date program everybody joins and it is a real community day.

The citizens of Franklin, New Hamp-

shire, found so much to crowd into their July Fourth Community Carnival and Bazaar last year that they had to begin celebrating the day before. Festivities started with a street dance on the evening of July Third, and the holiday was appropriately ushered in at midnight with an enormous bonfire. A few hours' sleep put everybody in condition for the big day. Following a band concert at nine o'clock, a novelty athletic meet was run off at Odell Park, in which special events were scheduled for the Boy Scouts, grammar school girls and boys, and the high school boys. A baseball game between the Elks and the Knights of Columbus created a great deal of excitement. At noon the scene shifted to the Community House grounds, where a buffet lunch was served. Nearby the tempting wares of the Bazaar, the proceeds of which were for the local Community Service fund, were displayed in twenty attractive booths. After lunch the band played the overture to the afternoon's program, which included a Home Made Circus, a Doll Carriage Parade and daylight fireworks. There was dancing in the gymnasium as well. A great display of fireworks was the main event of the evening, and the dancing continued until midnight. One of the most pleasing things about the Franklin celebration was the fact that twenty-five local organizations co-operated in arranging the program.

The historical pageant has become a very popular feature of the July Fourth community celebration, and it has the advantage of affording an opportunity for everybody to take part. At Hornell, New York, it was decided that a pageant recalling some of the outstanding events in the history of Canisteo Valley would be both appropriate and interesting, and during June everybody worked hard to make it a success. The local newspapers gave large space to pageant publicity and the merchants gladly donated quantities of material for properties, one silk manufacturer agreeing to dye all the material for the pageant costumes without charge. All this splendid co-operation resulted in a very beautiful production in which a thousand persons took

part. Beginning with the days when the hunters of the Seneca tribe roamed the hills hunting bear, deer, foxes and birds for their food and clothing, the episodes depicted the period of exploration by the French, Dutch and British, the Revolutionary era, the experiences of the early settlers and the Civil War period; ending with "Hornell To-day." An admission fee was charged to defray part of the expense, but this was made small enough so that everybody might attend.

"From daybreak to sunset everything went off without a hitch and everybody had a big time." So the local press described the July Fourth celebration at which the city of Towanda acted as host to all of Bradford County, Pennsylvania. As in Franklin, the main event of the program was a pageant presenting scenes of local historical interest. There was also a hotly contested baseball match between the Towanda team and their friendly enemies, the nine from Pittston. In the evening a most successful festival for children and adults was held at the headquarters of the American Legion, and a community dance ended the holiday. The entire program was under the direction of Community Service of Towanda and for its benefit.

Last year's Independence Day celebration at New Iberia, Louisiana, was an occasion which will be long remembered not only in that city but in many of the neighboring communities. Festivities began at ten o'clock when a street parade made its way to the City Park, where a patriotic ceremony was held. At noon a truly Gargantuan feast prepared by committees of citizens was served, cafeteria style, at nominal prices. The afternoon was given over to athletic contests, clay pigeon shooting and dancing. At five o'clock everybody gathered on the bank of the beautiful Bayou Teche to witness the first historical pageant presented in that vicinity. This portrayed the pioneer days of the Attapakas Indians, and the early French and Spanish settlers. A particularly effective episode was taken from Longfellow's "Evangeline," a story dear

to the hearts of all Louisianians, for it was the beautiful valley of the Teche which the Acadians chose for their second home.

Lancaster, Pennsylvania, found that there is a tremendous amount of fun to be got out of the good old-fashioned community picnic, with special events arranged by various local groups; for instance, volley ball and quoits promoted by the Boy Scouts, side shows arranged by the playground supervisors, athletic events and a tennis tournament. One popular feature was a baseball game between the Seventh Ward Juvenile team and the Playground Champions.

The immortal words of the Declaration of Independence were broadcasted by radio for the first time at Boston's July Fourth celebration last year. Mayor Curley began the official observance of the nation's birthday by raising Old Glory on Boston Common at nine o'clock, and throughout the day a large and varied municipal program was successfully presented. Athletic events on the Common, patriotic exercises in historic old Faneuil Hall, swimming and diving contests, community singing and band concerts were its main features. Fairy book characters came to life on the Common near Frog Pond when a pageant, *Child Lore of America*, was presented under the direction of the Boston Social Union, in co-operation with Community Service and the Citizens' Committee. The entire cast was made up of children ranging in age from six to fourteen. A great display of fireworks ended the evening's program.

Many New England cities carried out the idea of a community celebration. Ware, Massachusetts, had a program in which hundreds took part. In spite of the fact that Jupiter Pluvius interfered with the evening band concert and made necessary a postponement of the fireworks display, it cannot be said that the enthusiasm of the participants was appreciably dampened. The biggest feature was a parade made up of floats representing community groups, such as the Artisans, Knights of Columbus, Social Science Club, Odd Fellows, Nename-

seck tribe (presenting historical scenes), Women's Relief Corps, textile workers, and the Ware Valley Grange. A most amusing group known as the "Horribles" was composed of people in ridiculous costumes. The prize for this division went to the local fire department which had rigged up a float showing the "Darktown Fire Brigade" with an ancient hand tub. This was used in Ware fifty-eight years ago, and had been resurrected from the fire station basement. An exhibition of hand pumping was one of the best stunts of the day.

Swampscott's July Fourth program consisted of athletic events on the playgrounds, on the beach and in the water, and an exhibition game of baseball between the two leading teams of the Twilight League. The Fourth of July Committee of the town invited the co-operation of the local Community Service organization in putting on this program. They had originally appropriated \$500, but on reconsideration voted to spend \$1,000 for a community celebration.

The citizens of Richmond, Indiana, did not confine their celebration to the city limits, but organized a Committee of Boosters who toured the surrounding country in motor cars and issued a general invitation to all to attend the July Fourth doings. Races, athletic events, exhibition drills and various stunt contests gave opportunity for everybody to participate. The greased pig contest caused much amusement. It was won by a thirteen-year-old boy, who also proved his skill in this direction by being the first to reach the top of the greased pole. Fireworks were the main attraction of the evening.

The successful promotion of the community celebration depends, of course, on a systematic plan of procedure, with plenty of time allowed for effecting an organization. This period of preparation has a value of its own in getting community groups together and giving them a chance to develop their ideas. Once enthusiasm for the celebration is aroused, there is practically no limit to the variety of events which may be included in the program.

—Courtesy of "The Playground."

NEW PLAYFIELDS FOR GROWING TOWNS

THE HARMON FOUNDATION

THE fact that inquiries have already been received from every state in the Union gives some indication of the widespread interest in regard to the new playground offer of the Harmon Foundation of New York, N. Y., to give fifty playgrounds during the current year to growing towns and cities throughout the United States.

This announcement was made recently as part of a new program of the Division of Playgrounds to encourage and assist growing communities in the permanent acquisition of suitable tracts of land which will be deeded for recreation uses. Everywhere families are seeking homes where there is space either adjacent to the home or within a reasonable distance where the children may play in safety. Yet even in the suburbs, closely abutting apartments have grown so rapidly in number that the children have in many places resorted to the streets as the only place to play. Until recently city planning has not considered the necessity of setting aside centrally located and adequate areas of land for playgrounds and athletic fields, just as they provide for the width of streets, heights of buildings, parks and other branches of city improvement.

The offer is open until July 1, 1924, when all applications to participate in the gift of Mr. William E. Harmon must be received by the Division of Playgrounds, Harmon Foundation, Inc., 140 Nassau Street, New York, N. Y. Growing towns, small cities and suburbs of larger metropolitan centers, having a population of at least 3,000 and which have had a growth of thirty per cent. since 1900, are eligible for consideration. Those considering the matter should first write to the Foundation for one of the formal blanks which provide for a description of the community, appraisal of the land in question by at least two competent and disinterested peo-

ple who know land values in the locality, provision for an option for a sufficient period of time to consummate the purchase, and other arrangements for the equipment and supervision of the tract as a play place. All applications must be endorsed by the mayor of the town or the president of the school board, and there must be evidence that the title is free and clear of all encumbrances or can be made so on or before taking title.

The maximum contribution of the Foundation to any one town or city will be \$2,000, and not more than \$1,000 will be paid an acre. Two acres is the minimum tract which will be considered. Obviously there are many desirable and much-needed play sites in larger communities which will be eliminated because of the high cost of land. It is the opinion of the founder, however, that such land should be secured in the community through whose growth the property values have been created. The Harmon Foundation is future-looking, rather than a curative for past failure to provide play spaces. It aims to use the limited funds at its disposal to establish as many playfields as possible in rapidly growing centers where the need will be just as great in future years as it is in the larger communities today. In other words, it is an ounce of prevention rather than a pound of cure.

Examination, choice of site and securing of titles will begin directly upon the close of the offer. Judging from the experience, however, of giving eleven playgrounds to Ohio towns during 1923, the details of the present offer will consume the rest of the year 1924. Final selection will be based upon the rate of growth of the community, the relative value of the land in question, the desirability of location, and the degree of co-operation and interest displayed and assured by the town applying for the Harmon Field.

Ill fares the child when the home leaves to the school what the school is leaving to the home.

THE NATIONAL EDUCATION ASSOCIATION

WHAT ITS MEETINGS MEAN TO EDUCATION

THE beginnings of nearly every forward movement in American education can be traced to meetings of educational workers. In the early days, these meetings were few and the attendance was small—progress was slow. First a few score people gathered, then several hundred, and later several thousand, until meetings became so big that they could not be conveniently accommodated even in our largest cities. Next came perhaps the most important step of all—that of the organization of the profession on a representative basis, bringing together delegates who are in a position to speak for the teachers of the entire nation. Every teacher now has a part in shaping educational policy just as every citizen has a part in deciding the policies of his government. Our educational ideals and practices will in the end be no better than the vision, training, and skill of the individual teacher throughout the nation. Each teacher, therefore, has an interest in the professional improvement and advancement of every other teacher, for by promoting the welfare of the whole profession he is able to improve working conditions, salaries, and retirement systems so that all teachers and children receive the benefits.

This fact has made the meetings of professional organizations more significant. They are better planned and their results are used to better advantage.

The National Association is now respon-

sible for two great conventions each year. The meeting held in February brings together more than a dozen groups interested primarily in the administrative side of education. The July meeting is built around the Representative Assembly—the representative body of the entire profession. More than forty departments and allied organizations, each with its own special problems, come together at this time. The influence of these great conventions upon

the life and thought of the country is immeasurable. They represent the best thought and work of hundreds of men and women who have the interests of education genuinely at heart. In preparation for each, a president, elevated from the ranks of educational workers with a first-hand knowledge of the problems of the firing line, brings his best thought to bear upon the problem. This involves long hours of hard work, voluminous correspondence, and wide travel and confer-

ence. Working with the president is a trained permanent staff having full information about meeting places and hotels in various cities. A third factor in the success of a meeting is the hearty co-operation of educational workers in the city where it is held. Innumerable details must be anticipated and carefully provided for in advance if the thousands of out-of-town guests are to be made comfortable. For this the various local committees assume responsibility. Publicity, which enables educational workers to speak far beyond

The sixty-second annual meeting of the National Education Association will be held in Washington, June 29 to July 4.

The National Congress of Mothers and Parent-Teacher Associations has been requested to hold a Section Meeting in connection with it on Tuesday afternoon, July 1, at 2 o'clock, to discuss the relationship between the two organizations.

Addresses will be made by Miss Olive Jones, president of the National Education Association;

Hon. Payson Smith, Commissioner of Education, Massachusetts;

Miss Jessie L. Louderback, president Association of Visiting Teachers;

And by officers of the Parent-Teacher Association.

the meeting halls to the nation at large, is planned months ahead. Material must be gathered from the hundreds of speakers and organized so that newspapers and press associations can quickly obtain an intelligent idea of these great conventions which one newspaper worker characterized as forty-ring circuses.

The results of such a congress touch the life of every educational worker and school child in the land. Those who are fortunate enough to attend, return to their homes with new inspiration, broadened outlook, and enlarged friendships. Courses of study, plans for school buildings, social conditions under which the teachers work, salaries, tenure, pensions, opportunities that shall be guaranteed the child in the remotest locality of the land—all are greatly influenced and often directly modified as a result of the discussions at these educational meetings, and in consequence of the reports of committees, the findings of the Representative Assembly, and the legislative programs adopted and promoted. It is through such conferences that

our educational life has been enriched and vitalized into the great school systems that we know to-day. There are many battles yet to be fought. Teachers generally do not have just salaries and working conditions that enable them to give their best to the children. Millions of children are suffering educational handicaps that will prevent their development into strong, intelligent, public-spirited men and women, worthy of the opportunities of citizenship in this great nation.

The conventions of the National Education Association bring to the profession and to citizens throughout the country the challenge to build a better nation through education. They help men and women everywhere to realize that a nation's conscious concern over education measures its interest in its own future; that our greatest undeveloped resource is the children; and that all our building in agriculture and industry and commerce will in time crumble unless we build men and women strong enough to dominate our material civilization.

THE BOOK PAGE

BY WINNIFRED KING RUGG

Books are keys to wisdom's treasure;
Books are gates to lands of pleasure;
Books are paths that upward lead;
Books are friends. Come, let us read.

WE could very properly appropriate some of the chapter headings in Frank H. Cheley's "Job of Being a Parent", (W. A. Wilde Co., Boston, price, \$1.75), and use them to show the subdivisions into which the books on our page this month would naturally fall. Mr. Cheley speaks, among other topics, about "Developing a healthy animal," "Cultivating what lies above the ears," and "Rooting character," and some particularly useful books have recently come out that have bearing on each of those subjects.

Mr. Cheley's own book, though it throws light on all the departments of the big job of being a dad, sounds its keynote in the chapter on "Rooting Character." The

writer is president of the Fathers and Sons Society and out of his own experience and observation he gives a simple, earnest and often amusing exposition of the problems that Dad ought to help his boy to solve.

Another book of a similar sort, with still more centralization on the subject of character, is "The Challenge of Youth," by Alfred E. Stearns, (W. A. Wilde Co., price, \$1.25). Dr. Stearns has for twenty years been the principal of Phillips-Andover Academy. His book is a defense of modern youth and a challenge to parents to awake to the seriousness of their job. We are not sure that Dr. Stearns is the man who invented the story about the family in which there was a spanking due some-

one though it might not be due the child, but at any rate the story expresses his sentiments. It is true that the general weakening of the influence of home, church and discipline, as well as modern materialism and social extravagance, contribute to the waywardness of youth. But the main cause, in Dr. Stearns' opinion, is parental inefficiency, and opinion derived from extensive acquaintance with boys and parents.

For "developing a healthy animal," as Mr. Cheley says, Dr. Lulu Hunt Peters has written a vivacious treatise called "Diet for Children," (Dodd, Mead & Co., price, \$2.00). Her dedication is enough to startle readers into attention:

TO
ALICE AND DAWSON
MY SISTER'S CHILDREN
THE MEANEST KIDS
THAT EVER LIVED
(AT TIMES)

BUT
LORD! HOW I LOVE 'EM!

Thousands have read and doubtless grown thin on Dr. Peters' earlier work, "Diet and Health, With Key to the Calories." Such readers are familiar with her breezy style and with the definiteness and scientific thoroughness of her instructions. The same qualities mark her book in the proper nourishment of the growing child. It is the easiest book in the world to read and no mother objects to being entertained while she is being wisely instructed.

A useful trio of little health books by S. Josephine Baker is called "Healthy Babies," "Healthy Children," and "Healthy Mothers," (Little, Brown & Co., Boston, price, \$1.25 each). They are not at all technical but are handy manuals for use in the home. Dr. Baker is director of the Bureau of Child Hygiene in New York City. "Healthy Babies" gives advice as to how to keep baby well and avoid minor illnesses. "Healthy Children" follows with advice as to the care of children of pre-

school age and the control of the common infectious diseases. "Healthy Mothers" is a simple manual for the expectant mother. The books combine practical common sense with sound scientific knowledge.

Dr. Frederick Rossiter's "The Romance of a Living Temple," (Geo. Sully & Co., New York, price, \$2.00), is a physiology for home and school use. Needless to say, the "living temple" is the human body. The object of the book is to create in the child a respect for the laws of health and a feeling of responsibility about the care of the body. Dr. Rossiter carries out the figure of a temple by means of his chapter headings, such as "the walls of the temple," "avenues that lead to it," (taste, smell, sight, hearing), "the living fountain," and "building materials." He makes the subject of physiology refreshingly simple and alive.

Relative to the subject of "Cultivating what lies above the ears," again to employ Mr. Cheley's phraseology, there is Margaret McMillan's extensive and valuable study, "Education Through the Imagination," (Appleton Co., New York, price, \$2.00). This is a genuine contribution to pedagogic lore by a foremost English worker in primary education. A child may be by nature imaginative, or may not be. Neither teacher nor parent can create imagination but they can stimulate and guide it, and by so doing utilize to the child's utmost good this creative energy of his. In her book Miss McMillan treats of the part played by imagination in infancy, in childhood, the forms in which it manifests itself, and its function in primary education.

For a birthday present for a Boy Scout or a Girl Scout parents may like to get Scout Master Rudyard Kipling's "Land and Sea Tales," (Doubleday, Page & Co.), a collection of stories of endurance, courage and high purpose, some of them new.

ANNUAL HEALTH EDUCATION CONFERENCE

AT THE invitation of the Massachusetts Institute of Technology, a working conference in Health Education is to be held June 23-28 at Cambridge, Massachusetts. The conference called by the Health Education Division of the American Child Health Association will be limited to one hundred. Registration must be made in advance. Address Emma Dolfinger, 370 Seventh Avenue, New York City.

SOME THINGS TO BE TAUGHT AT HOME

BY MARY THEOBOLD

EVEN in these days of modern, efficient schools, there are some things which can be taught at home, and others which can *only* be taught at home. It is a mother's privilege and duty to see to it that her child is as well equipped for life as he can possibly be, and she cannot do this by turning him over to others entirely and taking no responsibility for his education. To say that she has no time to give to the problem is to acknowledge herself a failure as a parent.

First, as to the things which can be taught at home. I believe that it pays to start the child's education, taking him to the third or fourth grade. There will be no difficulty with the law of compulsory education, provided the home teaching is regular and effective. The best way is to consult the head of the school to which the child will later be sent. If he is to go to the public school, see the principal, find out what is taught in the first grades, and arrange the work accordingly. If you do not want to teach him exactly according to formula, it is not necessary to do so; but have some plan, and see that he is ready for his grade in every way when he does go.

It is astonishing how much can be done at home, if a regular hour is insisted upon, and work planned. I taught my three children, two girls and a boy, until they were ready for the third grade in public school, and they are all well advanced for their years. I began with a modified Montessori

method when they were very young, and later had an hour of school a day. This wasn't easy, for there were many things to interrupt, but it was possible and successful.

But of course, if it is impossible for a mother to do this, there are good schools to do it for her. But no school can take her place in certain lines. The first of these is religious training. Some schools

teach the Bible, but not many. It is appalling to find how many parents leave all religious instruction to school or Sunday School—or to chance! How can a Sunday School, even the most efficient, give a child the proper religious grounding in an hour a week?

I once heard an educator—the head of a large college preparatory school for boys, say that the lads who got through the stormy period of adolescence easiest, were the ones who came from truly religious homes. There seems to be an idea nowadays that religion is out of date, and that the modern child doesn't need it. The modern youth is carrying a terrible load,

and he certainly needs a thorough grounding in Christian ethics to help him bear it, if he is to make any sort of a goal.

A part of every Sunday should be given to our children, for Bible Study, for discussion of ethics, to the reading of inspiring books. And it must be remembered that example counts for as much as precept in the ethical education of the child!



A Bird Walk

Home Church for an hour a Sunday is a help. I have found a Sunday afternoon walk with my children, a fine opportunity for discussions of ethics, and we often took a book along and sat in the woods and read aloud. In the city, some other plan would have to be worked out. But let it be a plan. Don't leave this most important part of your child's preparation for life to strangers—or chance.

Next in importance comes love of nature.

Interest the child in birds, wild flowers, stars. Teach him how to really see and listen to, nature. My children loved to take what they called "bird walks," going very quietly and stopping when they saw a bird, to watch and listen. They would take along a notebook in which to enter the name of the bird and there was much ri-

valry as to which one "got" the greatest number of birds in a season. They soon knew more about birds and their songs and their habits than I did, and they enjoyed that too, and were delighted to teach me what they had learned.

A love for books, too, opens a whole world to children—one which may be, in later life, a place of peace and escape. It

is so easy to give a child a taste for good books. Read aloud regularly—read poetry, even if it seems a bit beyond them. Have them learn good poetry. A little later, let them do the reading aloud. A fine time for them to read or learn poems or the Bible is at bedtime. Find out the best books for children, and give them these to read.

It must be at home, too, that the child learns to take his share of responsibility.



A Lesson in Botany

Very little tots love to do things — then give them useful things to do, and let them feel that they are helping. Of course it is much easier to do the things yourself, but that is not the point. Let each child have some duties to do every day, and see that he or she does them. Don't make them too heavy for his strength, but let them be

really a part of the work of the home, for every child loves to feel that he is actually helping. Even quite little children can keep their rooms tidy, and older ones, boys as well as girls, should make their own beds, dust, etc.

Of course all this takes time—but in no other way can the same amount of time be spent so profitably!

*The morning drum-call on my eager ear
Thrills unforgotten yet; the morning dew
Lies yet undried along my field of noon.
But now I pause awhile in what I do,
And count the bell, and tremble lest I hear,
(My work untrimmed), the sunset gun too soon.*

—Robert Louis Stevenson.

CHILD LABOR IN CANNERIES

Children's Bureau, U. S. Department of Labor

WHERE do oysters come from? Almost everybody likes oysters, and if you are a lover of sea food you probably also like shrimp. Let's take a trip down to the Gulf coast and visit some oyster and shrimp canneries. The open season of catching oysters runs from October to April. There used to be two seasons for shrimp, one in the fall and another in the spring, but since the trawl system has been introduced it is possible to fish for shrimp all year round.

The oyster boat comes in to the pier and a shovel on a crane begins to unload the catch into small cars. We hear a whistle blow from the shed on the other end of the pier. It is only four-o'clock in the morning but oysters do not keep, and in a short time a group of women and babies and children of all ages appear from a row of barracks and shacks behind the cannery. The shed on the pier is the cannery and these are the workers coming from their camp. The oyster cars are pushed along the pier into a steam box where the steam partly opens the shells. Then they are run on into the shed and the workers fasten containers to the sides of the cars and reach in for clusters of oysters. They break apart the clusters and open the shells with knives, and begin to fill their cups with oyster meat. They stand at their work, swaying back and forth with a rhythm which apparently enables them to work long hours and still keep up speed. They bend farther and farther over to reach the oysters at the bottom of the cars.

If shrimp picking is going on, the shrimp are iced instead of steamed, to make their shells less difficult to open, and spread on wire trays on top of the empty oyster cars or on tables. The workers break off the heads with one hand and squeeze out the flesh with the other. A strong odor rises, and we notice that children and women are wearing gloves and dipping their hands in a tub of alum water, and that even with this protection the hands of some of them are

bleeding. There is an acid in the head of the shrimp and also a sharp thorn which is likely to run into the hand and break off. The floor is wet and slippery and strewn with piles of shrimp heads or oyster shells, and over this floor the babies crawl and the children who are too young to work run about and play. A two-year-old has had his hand crushed, falling in the path of the oyster cars, and others show cuts received from falling among the shells. There is no one back in the camp to leave these toddlers with. There are not likely to be any neighbors about; the workers living in the camps have been brought here from the north for the winter and everyone in the company camp is expected to work. "We hold it over their heads," the boss tells us. "It's like sea duty to a sailor." Perhaps however the babies may be left in care of children just a little older. The mother of a girl of nine tells us that this child hasn't gone to work because "her little hands are too tender." A big sister explains apologetically that her seven-year-old brother does not work because he can not reach up to the car to shuck. A child of twelve looks at us wonderingly, since visitors in this out-of-the-way place are rare, and she asks us, "Don't you ever shuck?"

Child labor seems to be taken for granted. In some of the canneries a State inspector may be seen at long intervals, but his coming can usually be detected and the children sent to hide. In most of the cannery villages the school terms are short and the school attendance law not well enforced. Whenever a boatload of oysters comes in the children are at the cannery, though on days when no boat arrives they may perhaps go to school. But like the boatman who told us he was sending his boy regularly there are other parents who make great sacrifices to give their children a better education than *they* have had. A "Louisiana French" mother has moved away from one canning village because it had no

school at all. She says, "I want the children to get a good schooling because I never had any." Many others, however, can not see their way out of the endless circle of poverty, child labor, and still more poverty for their children who will grow up lacking education. The father's uncertain earnings and even the addition of the mothers' earnings do not adequately support the family. A mother tells us "it takes every penny to feed and clothe them," including what the children themselves can make.

The illiteracy among the children over ten years old is six times as great as for the children of about the same ages in the United States as a whole. Many children of school age have never been to any school. This is especially true among the families brought from the north. In the spring they return to the Middle Atlantic States and

work till fall, perhaps in the corn and tomato and fruit canneries, where conditions are likely to be much the same as in the oyster canneries on the Gulf. Wet, uncomfortable work; long hours; crowded camps to live in; no one to care whether the children are sent to school, since they are not "legal residents" of any district. If the local communities do not take care of these children, whose responsibility is it? It must be somebody's, don't you think? Under our Federal Constitution, as the Supreme Court recently decided, the Government at Washington does not have authority to deal with this question, unless there should be an amendment giving Congress special power. But the Federal Children's Bureau has been established to investigate and report on conditions affecting children all through the country, so that everybody may know the facts.

THE BOY WHO DIDN'T PASS

BY D. F. A.

*A sad-faced little fellow sits alone in deep disgrace.
There's a lump arising in his throat and tears stream down his face;
He wandered from his playmates, for he doesn't want to hear
Their shouts of merry laughter since the world has lost its cheer.
He has sipped the cup of sorrow, he has drained the bitter glass,
And his heart is fairly breaking; he's the boy who didn't pass.*

*In the apple tree the robin sings a cheery little song,
But he doesn't seem to hear it, showing plainly something's wrong.
Comes his faithful little spaniel for a bit of romp and play,
But the troubled little fellow sadly bids him go away.
All alone he sits in sorrow with his hair a tangled mass,
And his eyes are red with weeping; he's the boy who didn't pass.*

*How he hates himself for failing; he can hear his playmates jeer;
For they've left him with the dullards: gone ahead a half a year;
And he tried so hard to conquer, oh, he tried to do his best,
But now he knows he's weaker, yes, and duller than the rest.
He's ashamed to tell his mother, for he thinks she'll hate him, too—
The little boy who didn't pass, who failed of getting through.*

*Oh, you who boast a laughing son and speak of him as bright,
And you who love a little girl who comes to you at night
With smiling eyes and dancing feet, with honors from her school,
Turn to that lonely little boy who thinks he is a fool,
And take him kindly by the hand, the dullest in the class,
He's the one who most needs love, the boy who didn't pass.*

COLUMBIA UNIVERSITY'S HOME STUDY COURSES

ONE STUDY COMPLETE IN ONE MONTH

PSYCHOLOGY

III. SENSATION

BY DR. EDITH MULHALL ACHILLES

We present this month the third of a course of six lessons in Elementary Psychology by Dr. Edith Mulhall Achilles of the Home Study Department of Columbia University. This is one of the series of ten courses based upon the regular Home Study Courses of Columbia University. Each is complete in six lessons. These lessons are presented to the readers of *CHILD WELFARE* by special permission of Dr. Achilles and the Home Study Department of Columbia University. Psychology is perhaps the most popular study to-day, and is fundamental in training for parenthood. These six lectures will lay the foundation for a second series on Child Psychology. We shall be glad to hear from our readers as to the helpfulness of this new section.—EDITOR.

NATURE provides us with senses, but we have to learn the meaning of what comes to us through these senses. A sense organ is a part of our body which is sensitive to a particular kind of stimulus. For example, the eye is sensitive to light and the ear to sound. Every sense organ has a sensory nerve ending in it. We shall discuss very briefly some of the sensations—skin, taste, sight and hearing.

Experiments have shown that each sense gives only a few elementary sensations, but there are many compounds or blends of these. We are all familiar with many compounds of sensations of the skin such as tickling or roughness. Among the early experiments in psychology are those in which "spots" were located on the skin. An area of a square inch was laid off on the back of the hand and explored with a metal point. If the point were cooler than the skin certain spots would give a cold sensation; if the point were warmer than the skin, certain spots would give a sensation of warmth. The sensation of pain would occur when a sharp point passed over certain spots. Still other spots would give a "touch" sensation. Thus, after exploring the area of the skin it was found that it did not all seem cold, or warm, or touched, or painful, but certain spots gave different sensations. The four sensations of coolness, warmth, pain and touch appear to be the elementary skin sensations.

Organic sensations are those of the internal organs. Thirst, hunger and nausea are familiar examples.

Experimentation upon the sense of smell has revealed the fact that the many known odors can be classified in terms of about six elementary smell sensations.

There are four elementary sensations of taste—sweet, sour, salt, bitter. All other so-called tastes are compounds of these or fusions of them with smell and other sensations. If you were given a large number of substances to test for their taste, you could describe the tastes by these four terms—sweet, sour, salt, bitter. Quinine and coffee taste the same—bitter! It is interesting to notice that some parts of the tongue seem to be more sensitive to one of the tastes. Bitter is best tasted at the back of the tongue. The sides of the tongue are most sensitive to sour. Sweet is most sensitive at the tip of the tongue. Perhaps you have had the experience of not noticing food as particularly bitter until you were swallowing it. Candy which seemed very sweet in the mouth may not have appeared so sweet as you swallowed it. The central part of the tongue is not very sensitive to taste qualities in adults. What we daily refer to as "tastes" are really compounds of taste, smell, and other sensations. Many compound sensations are "blends," for we get a single effect from the compounding of several sensations.

Sensations of sight and hearing are more familiar to many. The stimuli which arouse these sensations are light and sound waves, respectively. Light travels 186,000 miles per second. Sound travels 1,100 feet per second. These waves, whether of light

or sound, vary in three ways—(1) wave length, (2) amplitude, (3) complexity. Different sound wave lengths cause differences in pitch. Difference in amplitude causes a difference in loudness of a sound. A fundamental tone is usually accompanied by overtones so that there is a mixture of different wave lengths. Sounds of different musical instruments differ in timbre or quality of tone due to this complexity or mixture of different wave lengths.

In the realm of light the different wave lengths cause different color-tones, the amplitude affects the brightness, and the mixture of wave lengths influences the situation. The situation is far more complex than this, but we cannot go into more detail here.

The eye can see the colors of the spectrum. The wave length of the long waves which gives the sensation of red are .000076 centimetres or 760 millionths of a millimetre. The short waves which give the sensation of violet are .000038 centimetres.

The ear can hear vibrations from 16 to 30 per second up to about 30,000. This is about eleven octaves.

We can see "one octave," we can hear eleven octaves.

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THAT WORD "DON'T"

BY L. K. MERRITT

MOTHERS, have you ever counted the times that you say that word to your little child? Yes, and to your big child?

Try it some day and learn how many times you say it. Then think about it, and see if *you* would enjoy hearing it so many times. It is a crime to say it so much to children. It is, "Don't do that" and "Don't say that" and "Don't touch that," until it is a wonder that a child minds it at all.

One day a little girl said to me: "I can never do anything right. It's don't, don't, don't, all the time. There's no use in trying."

She was so serious that I asked: "Who else say 'Don'ts' to you?"

"Just everybody, it seems like," she answered with a sigh. "Miss Strong (another teacher) came out in the hall and said, 'Don't stand in the hall. Go to your rooms,' and when we came in here, you said, 'Don't come into the room unless you intend to take your seat,' and just now you said, 'Don't make so much noise.'"

"I didn't mean to say so many," I began; "but you know you *were* getting rather noisy."

"I know it," she agreed with me, "but I just that that word DON'T. Mother

scolded me last night when I said so, but I counted fourteen DON'TS in less than an hour."

"Well," I said, "I'll try not to use so many. I'll say it some other way. I can't blame you for being tired of it. Run along and play now, and if you children get too noisy, I'll tap the bell and you'll know what it means, and I won't have to say, 'Don't make so much noise.'"

Since then I have used "You're getting too noisy" and "Play a little quieter, please," instead of so many DON'TS. "I wish you wouldn't do that, and "You are not to do that" gets obedience as quickly as, "Don't do that," and is a lot less tiresome as so many DON'TS.

When I went to the little girl's mother and told her what the child said, and that I resolved not to say so many, she said she would leave out a few also.

Leave out some of the "Don't eat too much candy" and "Don't get your dress dirty" and "Don't touch that." Think of a little child who spent the day with an old maid aunt, who said so many DON'TS to the little girl that she looked at her aunt and innocently commented: "You're wary squee, Auntie. You're just say Don'ts all the time."



INVEST IN HEALTH

BY DOROTHY M. ERSKINE

III. THE BODY AS AN ENGINE

IT is an old, old comparison, this one between the body and an engine, but the analogy holds, as far as the physical requirements and functioning of the body are concerned.

You stand beside the great breathing thing of iron and steel and think of what it needs in order to do its work. You think of the coal, and water, and grease, it must have, of the repairs to be made—if the engine is going to be capable of hauling heavy loads.

The muscles, tissues, blood, and bones of the body correspond to the iron and steel of the engine. Both, as they are worn out or used up, have to be replaced with new material. The only difference is that the body itself manufactures the blood, and bone, and muscles, and tissues, but it has to be given the raw material in order to carry on this work. The coal, and water, and grease, in terms of the body, are foods and liquids, which not only give heat and power, or energy, but must manufacture repairing materials and keep the body in good running condition as well. It is obvious that there must be adequate and suitable fuel if the little "dinky" is to do the work it is supposed to do, and at the same time grow into a big engine.

As compared with an adult, a child's food requirement is relatively greater. The little body burns fuel at a faster rate than the larger one. This is due to greater heat

losses by surface radiation in the child than in the adult. In addition to this, a child's activity is greater, and at the same time he is growing—increasing in height and weight; teeth are being formed, bones are hardening; organs are developing. The food that is taken into the body has to provide for all of these changes, and all of this activity.

A child is not a miniature man. The adult is an organism in fairly constant physiologic equilibrium, but in the child this equilibrium is being continually disturbed by the changes brought about by growth. Digestive organs and enzymes are in a weaker and less developed form, therefore the food of a child should be mild, bland, and simply cooked. Since the body naturally establishes rhythms, meals should be regular hours, and there should be no between-meal eating, especially if the said eating is in the form of candy, cakes, or pickles. A child that gets too hungry between his three "squares" a day may safely be given a lunch of bread and butter or a glass of milk, however. Delicate children sometimes need a mid-morning and mid-afternoon meal, but usually the appetite is better and more food is eaten if the plan of three meals a day is adhered to. For small children, especially, the heaviest meal of the day should come at noon. This is less of a strain on the digestive organs than a heavy meal just before going to bed.

MOTHER'S FOOTSTEPS AND HER FEET

BY C. WARD CRAMPTON, M.D.

PART II

NOTE.—The Woman's Foundation for Health, has been developed by twelve great National women's organizations, of which ours, The Congress of Mothers, is one. It has some excellent literature—"The Positive Health Series"—which you can obtain through our office at moderate cost.

The illustrations for these two articles were generously loaned by the Young Women's Christian Association and the Women's Foundation for Health.—EDITOR.

Flat Feet or Fit Feet.—Much more has been written about flat feet in recent years than about the troubles and disabilities of the big toe. The condition is common. As people use feet less, they permit them to become weak. As good physical training is introduced into the schools, children's feet will be trained better, and flat feet will decrease.

Women's feet are often weak from lack of the proper kind of activity. Probably twenty-five per cent. of all "civilized" people have weakened or flattened arches. Some medical authorities put the percentage much higher. We are told that 65 per cent. of the men examined in the draft had weak or flat feet.

Flat feet are caused by the very structure of the foot itself. It has an arch made up of bones held together by ligaments and muscles. The weight of the body is placed on the top of the arch, which supports it. If the muscles and ligaments weaken from constant strain, the arch breaks down. The ligaments stretch and become painful; the bones grind on

each other and hurt, and the nerves signal pain up the leg into the calf and often higher. Many a backache comes from flat feet, while curiously enough the feet may not pain at all.

Revealing Footsteps.—How do you know if your feet are flat? First, do you toe out

when you walk? This is almost always a sure sign; for when the arch falls, the inner side of the foot goes down, the foot rotates out and turns out as well. Make an observation on your own foot tracks; you can see them on the sand or on the snow, or you can step into a puddle of water and make tracks on the sidewalk.

(No. IV—"Do you walk correctly?")

While you do this try to think of something else, or you will change from your habitual gait. Look back and see what kind of footprints you have made. They should point straight forward, like the trail of an American Indian. If they point out, change your stride, so that your feet will point forward at each step. You will at first have



Do You Walk Correctly? (No. IV)

a feeling that you are toeing in; but you are not. Keep at it; press on the toes with each step. You will make a longer stride, go further, exercise the feet, and make them strong in a strong position. Do not be satisfied with a walking test; let us get down to the feet themselves.

Take off your shoes and stockings. Sit down on a chair and place your heels together, with the ankle bones touching. Is it possible to touch the big toes together? If the feet turn out and you cannot do this, it is because the inside ankle bones have become prominent because they have fallen in with the falling down of the arch. It you cannot almost touch the heel, ankle and the big toe joint, the feet are probably flat.

(No. V—"Footprints. A good arch—A flat foot.")

Footprints. — The way the physician usually makes a record of flat feet is to take a footprint. This reveals most clearly the fallen arch. You can do it yourself fairly

well. Take two large sheets of paper and lay them on the floor, side by side, in front of the chair; sit down, rub the soles of your feet with vaseline and place them carefully on each paper. Now stand up and let the weight of the body rest on the feet for a moment. Sit down and carefully take the paper away from the feet. You now have two footprints. (Mark the outline with a pencil and keep them for comparison as you improve.) You should find a deep hollow on the inside line of the foot, so deep in some cases that it almost sepa-

rates the print of the ball of the foot from the print of the heel. If the arch has fallen, the hollow will be shallow, and if the foot is flat, there will be no hollow at all; there will be a straight line from the joint of the big toe right down to the heel.

Flat foot should be remedied; for, unless it has existed for a long time and the bones have become settled in their weakened position, it causes pain and nervous irritation throughout the body. As in the case of the big toe pains, it reduces activity and increases all the evils of bodily stagnation.

Don't neglect it. Go to your physician and follow his advice. He is the only one who can correctly direct you regarding arches, arch supports (separate or incorporated in the shoe itself), or plaster wrappings to brace the arch. Perhaps you need a plaster cast and a special pair of arch supporters moulded to fit your own feet. Do not trust your shoemaker and ordinary commercial arches, for while there are some that will



Footprints (No. V)

fit most people, there is no one that will fit all.

Let the doctor decide about the arches; but there is much that you can and should do for yourself without which medical treatment is incomplete. These are foot exercise and the wearing of proper shoes.

Exercise.—Feet get flat because they are allowed to become weak—too weak to support the weight that they bear. It is not the sturdy, short, natural foot of stocky people that gets flat, it is usually the long,

thin foot of the under-developed people that most frequently gives way. It is seldom found in persons otherwise strong. Therefore, your first duty is to have a thorough examination by your physician. Start right, and remove all bodily handicaps at the beginning.

Walk Right.—

First, you can change the manner of walking. Most all animals, except the plodding, awkward bear, walk on their toes instead of the whole foot. Children from two to four, in the runabout stage, are always on tip toe, running instead of walking. When you walk, get upon your toes as much as possible, as the foot leaves the ground, give a little push with the toes (straight forward) and be sure to make tracks with the toe pointed straight forward. Whenever you get up from a chair, whenever you close the door of your home to go out, think of your feet.

Sitting Exercises.

—There are regular foot exercises that you can take at home. Some of these have the great advantage that they can be taken while you are sitting down and doing other things. This is important because five or six-minute exercises a day for the feet, though it



Live Toes (No. VI)

this with the stockings off. Sit down; feet parallel; put a pencil on the floor, just under the base of the toes, and try to pick it up with the toes. Try it with marbles or camphor balls or corks. This is a fine exercise for children, who enjoy it as a game. If you can do it, well and good; if you can't, never mind, practice until you

will help, will be largely offset by lack of exercise during the other twenty four hours. In the army, where the men were found with flat feet, they took foot exercises for two and three hours a day. It was made their first and only duty. The feet got strong miraculously. But you can't spend the time to do this. So when you are sewing or reading, do exercises as follows:

1. Toe Gripping.

—You must learn this with the stockings off. Sit down; feet parallel; put a pencil on the floor, just under the base of the toes, and try to pick it up with the toes. Try it with marbles or camphor balls or corks. This is a fine exercise for children, who enjoy it as a game. If you can do it, well and good; if you can't, never mind, practice until you can, for it is the practice that does the good.

(Nos. VI and VII)

—“Live toes—Weak toes.”

This is the movement you can do while you sew, even with the shoes on (new shoes that have plenty of room). Just flex the toes as if you were grasping the pencil. Do this sixty times a minute and give the other foot a chance. Do five minutes with each foot, and you have strengthened



Weak Toes (No. VII)

the muscles, improved the circulation and nutrition of the foot, and put yourself in the way of strength.

Do this whenever you sit down. No one will be the wiser but yourself. It is invisible exercise with visible results.

2. *Foot Circles*.—Here is another that you can do when you are sitting down and still busy. Cross one leg over the other. To learn it you may need to help yourself with your hand. Grasp the ball of the foot and make the toes describe a circle as large as you can while the leg stays still. Do it slowly, making the circle big. Feel how the bones complain, for the joints are stiff and weak. Do this twenty times with each foot until you learn how to do it without the help of the hand. Now, you can do foot circles any time you wish. You can alternate with toe gripping, a minute of each. But don't forget to make the circles slow and big.

3. *Foot See-Saw*.—Here is another that you can do at the same time. Play see-saw with the feet. First raise the heel from the floor slowly as high as you can. Lower it again; now raise the toe as high as possible. Repeat at the same rate as the other exercises, sixty times a minute, and make each movement slow and complete. This trains the muscles of the legs to help the feet, and incidentally it reduces the ankles and makes them look prettier.

4. *The Inside Lifter*.—You remember when the foot got flat, the hollow of the inside line of the foot became flat and straight. You can lift up this line and make it a hollow, re-establishing the arch by muscular effort and helping it to stay up.

Raise the inside line of the foot and try to make the soles of the feet look at each other. (A baby with unsupported flexible feet can do this easily.) At the same time try to grip with the toes as you did in toe gripping.

Do not permit the knees to separate, for if they do, the feet are not doing any work at all.

Standing and Walking Exercise.—When you have done your foot exercises, sitting down, faithfully for two weeks, you are

ready to begin the harder exercises which are taken standing and walking. For these you must lay aside at least ten minutes each day. Two of them are no fun at all—just hard work for a good purpose; but the third one you will like very much. Let us take the hard ones first:

1. *The Tilted See-Saw — Standing*.—Rock forward and backward, alternately raising heels and toes; with the feet tilted so that the soles are looking toward each other, and the rocking is done on the outside of the foot. This is hard work; go at it slowly, six times, and increase to twenty-four.

2. *Club Foot—Walking*.—Put the feet in the tilted see-saw position, grip the toes and point the feet toward each other. Now walk forward. You will have to raise one foot over the other in order to walk at all in this curious, awkward, but very helpful position. Now, you are training the feet to be strong in a posture which corrects the deformity by turning the toes far away from a wrong outward position and lifting the inside of the foot far away from its fallen state.

3. *Dancing*.—Yes, dancing, natural, happy dancing, makes strong, happy feet. Get up on tip toes and dance your way to strength. I do not mean ordinary "society" dances and "trotts," although these sometimes help the feet to get strong. I mean the oldtime racial dances such as the Irish lilt. Since your feet are weak, you must start in slowly.

1. Put the feet close together and hop up and down, counting to yourself 1-2, 1-2, 1-2 for sixteen counts. If you have a phonograph, start it up.

2. Start with the feet together in the same way, but hop twice on one foot and twice on the other. This is a little harder for weak feet; but if they can do it, it makes them strong.

3. Do the same as in No. 2, but while you are hopping, raise the leg to the side when you are not using it to hop on.

4. In another minute you will be doing the first simple steps of the Irish lilt—a folk dance that has been used in public schools for strengthening feet and the rest

of the body for several years. Get your daughter to teach you these steps; she learns them in the seventh and eighth grades of the elementary school.

(NOTE.—If you want to know more about these dances and cannot find out from your own children, drop a line to the National Office, and we will see that you get the information.)

To Sum Up.—Now, mother, don't forget that your feet are important, not only to yourself, but to your family, and that you owe it to those you love to make your feet strong and happy. Remember there are three things for you to do:

First.—Examine your feet and make the three tests:

- a. The test of the unfriendly big toes.
- b. The turned-out foot tracks.
- c. The happy hollow in the footprint.

Second.—If you have flat feet, go to see your doctor.

Third.—Get the right shoes; and for your convenience I will copy the instructions given in the "Positive Health Series," which is published by the Woman's Foundation for Health.

The correct shoe for any foot has five pronounced specifications:

1. *Straight Inner Border.*—The inner line of the shoe should be straight from heel to toe following the outline of the normal foot.

2. *Broad, Low Heel.*—Nature meant us to walk on both the ball of the foot and the heel. Civilization has necessitated walking on hard, unyielding pavements. Hence the heel of the shoe should conform to the lines of the heel Nature gave us, thus giving a firm foundation to walk upon. Unnecessary jarring of the spine is avoided by rubber heels.

3. *Broad Toe.*—The toe of the shoe should be broad enough to allow free action of the toes.

4. *Flexible Shank.*—A flexible shank is one that does not support the arch, but acts as a mere covering to the flexible human foot. Thus the muscles of the foot develop and are strong; the foot is supported by its own efficient muscles rather than by a stiff shank in the shoe.

5. *Low Cut.*—A low-cut shoe is preferable, in that it gives no support to the ankle and does not interfere with the circulation. In cold or wet weather, it is advisable to wear woolen stockings or spats for protection.

WHAT TO SEE

BY HILDA D. MERRIAM

National Chairman of Better Films

THE National Congress of Parents and Teachers recommends the following films as clean and wholesome recreation for various family groups:

FOR THE FAMILY FROM TEN YEARS UP:

Jackie Coogan in "A Boy of Flanders." A very splendid picture, adapted from the well-known "Dog of Flanders," but both the title and the story have been changed.

King of Wild Horses—Pathé. Quite a wonderful picture.

Abraham Lincoln (Al. and Ray Rockett). One of the finest and most appealing pictures ever made. From Lincoln's birth in a Kentucky cabin to the closing episodes in Washington. Everyone should see it.

Mary Pickford in "Dorothy Vernon of Haddon Hall"—United Artists. Miss Pickford in this well-known story needs no comment.

Douglas Fairbanks in "The Thief of Bagdad." One of the great pictures of this or any year.

FOR THE FAMILY FROM HIGH SCHOOL AGE UP:

Richard Barthelmess in "The Enchanted Cottage"—First National. Where love is blind

and happily remains so. A lovely film.

Douglas MacLean in "Going Up"—Associated Exchange (distributed by Pathé). One of the most amusing comedies, taken from the play, and much more exciting because of the aeroplane contest.

The Dawn of a To-morrow—Paramount. From Frances Hodgson Burnett's story.

A Fool's Awakening—Metro. The theme is that the foundation of happiness must be truth. Taken from Wm. J. Locke's "The Tale of Triona."

The Great White Way—Goldwyn-Cosmopolitan. A personally conducted tour of New York's great White Way, with interesting sidelights on the making of a newspaper.

The Blizzard—Fox. This is a Swedish picture, distributed by Fox, and is one of the really worth-while pictures. One will always remember the herds of reindeer.

EDITORIAL

JUNE IS PROGRAM MONTH

WE FIND that most associations elect officers and appoint committees in May. This makes June a good month for making plans for the following year's work. It wouldn't be worth while to start a year's campaign for child welfare, in which parents and teachers are to participate for eight months, without a thorough grasp of the needs of the children, and a well-thought-out program.

Sometimes it is very evident what is most needed to give the children a better chance—and that is the only thing we are struggling for—but sometimes the "most needed" thing is rather obscure and intangible. It may not relate to buildings, or equipment, or lunches, or playgrounds, but rather to good manners, or social standards, or suitable reading matter. Then it will take the combined thought and tact of program committee, superintendent, principal, and school committee, possibly, to make plans which will be effective enough to reach back into the home and influence each individual child.

But this is the sort of thorough planning which pays in the end, and no association can do its best work if it ignores any one of three steps:

First—Finding the deepest need.

Second—Planning the most effective way of meeting the need.

Third—Carrying out the plan agreed upon.

June is a good month to take for oiling the machinery and applying the power.

"BE INTELLIGENT"

A wise national leader was holding a meeting of her executive committee, gathered from the far corners of the United States. One of the members, eager to launch some new department which would bring glory to the great organization, said, in a fever of anxious desire, "But, Mrs. —, what can we DO?"

Quick as a flash came the leader's answer, "Be intelligent!"

Good advice to give, and hard to follow. Being intelligent is so much more difficult than being superficially active! Thinking is the hardest thing we can do, yet it is fundamental to all successful achievement. To start without a plan, without thinking a project through, wastes time and sometimes hurts a cause.

The processes of clear thinking are started in childhood and the individual whose early education in this respect has been neglected is, all through life, seriously handicapped.

The mental hygienists are engaged in a most valuable work—that of getting children started right mentally. They are the strong allies of parents and teachers. If we can get their help now it will be better for the children later on.

Frank Crane says: "If you would be rich, you must develop the only thing that can enrich you, which is your understanding."

HOW MANY MORE

Important, of course, are all the phases of education to which the various "days" and "weeks" observed in the public schools call attention, but if they continue to multiply in the future as they have in the past the teacher is likely to be permanently diverted from "reading, 'riting and 'rithmetic," and literally forced into "reeling, writhing and fainting in coils."

There are demands for school closing for Health Day, Battle of the Marne Day, Humane Day, Lafayette Day; and one enthusiast proposes that Butterfly Day be established as a regular holiday in the school system!

Throughout the Nation we have Be Kind to Animals Week, Cancer Week, Tuberculosis Week, Safety-First Week, Thrift Week, and last of all, Spinal Curvature Week. Many of these find their way into the public school, and make for despair in the

teaching force, though none would gainsay the goodness of the causes whose watchword is Prevention.

Each new observance or celebration means either a curtailing of time assigned for regular studies, or a closing of school, when expenses go on—but with no justifiable return.

Someone has aptly reminded us that no one has yet suggested the observance of Fathers' Day, yet father has to pay the bills. Those who advocate additional school holidays have at heart the welfare of the children, but a multiplicity of holidays will do more harm than good.

M. S. M.

OUR PUBLIC SCHOOLS

BY CORNELIA JAMES CANNON

Another Set of Resolutions for Parents

IF I were to be a parent again—

1. I would believe in the schools and in their efforts to serve my child and me, and through us the community.

2. I would show my belief in helping the good in the school to become better.

3. I would make my criticisms constructive, not destructive.

4. I would try to remember that my child sees only one side of a question, and that there is another side I must understand before I judge between the child and the school.

5. I would uphold the school discipline in the home, and back the teacher's decisions in relation to my child.

6. I would not allow my child to expect special consideration.

7. I would teach my child to acknowledge his own faults and failures and not blame the teacher for either. I would do the same for myself.

8. I would visit my school often and know the principal and my child's teachers.

9. I would be ready to help in any way I could to carry out the school purposes.

10. I would belong to my school's Parent-Teacher Association, or, if there were none, I would co-operate with other parents to form one.

11. I would connect myself in every way with parents facing the same problem by joining my community, the state and the national Parent-Teacher Associations.

12. I would impress my child with the fact that school was his business in life, and came first in importance.

13. I would see that home conditions

were favorable to his getting the most out of school.

14. I would see that my child went to bed early.

15. I would see that he was up in the morning early enough to eat a good breakfast before school.

16. I would see that he started in ample time so that he would not be tardy.

17. I would see that there was time and a proper place for home study.

18. I would make my child realize that the getting of lessons took precedence over play.

19. I would limit evening social life for my child to Friday and Saturday.

20. I would try to inform myself about school administration, and the activities and responsibilities of my school committee.

21. I would do what I could to help elect intelligent and disinterested persons to the school committee.

22. I would remind myself at all times that parents and teachers alike are trying to do their best for the children, and that I must do my full share as a parent, in the faith that the teachers will likewise do theirs, as well.

23. I would be conscious that the public school, which seems to be painstakingly serving me, is, through its thousands of parents and children, serving to build up democracy.

24. I would know that whatever small gift or help or devotion I could give my school was a contribution to the growth and enrichment of my country itself.

WORTH PASSING ON

FROM THE MISSOURI BULLETIN

A suggestion for increased attendance at P.-T. A. meetings:

Here is a chance for you to help boost a Parent-Teacher Association attendance.

We have assigned to each member of our association a "Pal" or partner, and the name of your "Pal" is..... She lives at Phone number Your "Pal" is a member of our association. Will you please call her by phone or see her personally before each meeting and ask her to be present?

If each member will lift a little and help get one parent out it will increase our attendance greatly. A \$5.00 prize will be given to the woman who attends day and night meetings, and brings her husband to all evening meetings the balance of this school year.

Rutland, Vermont, High School P.-T. A. celebrated Founders' Day with the usual talks on the history of the National, of the State Branch and of the High School Association. This was followed by a talk on the significance of the National pin. After the birthday cake was brought in with its twenty-seven blue and gold candles the roll was called and each member answered by a quotation of educational value. The Julian Mitchell School P.-T. A., of Charleston, South Carolina, gives a year's subscription to CHILD-WELFARE MAGAZINE to the member who attends every meeting of the association from September to June. Several subscriptions were given last year and our register shows an increase this year. All report that they are delighted with the magazine.

The Calvary Baptist Church Mothers' Club, of Connecticut, had a meeting on Americanization. Mrs. Fred Foetch spoke on "Americanization Work of Our Schools." After her talk two young men, one an Armenian, the other a Russian, were introduced. Both told of the wonderful and helpful co-operation existing between the foreign pupil and the New Haven Night School teachers.

IOWA. Southwest district—the result of co-operation—P.-T. A., the town librarian and a moving picture theatre. The librarian helps select the films, displays the books from which the film is taken and other books by the same author, and a children's program is put on in the theatre once a week. One-half of the proceeds go to the P.-T. A.

FATHER DOES THE HONORS

PROVIDES ENTERTAINMENT FOR FRANCES WILLARD PARENT-TEACHER BODY OF KANSAS CITY, MO.

Father's pipe and easy chair were neglected one night in the neighborhood of the Frances Willard School, Fiftieth Street and Garfield Avenue.

For father—many of him—was entertaining the wife and family with a program at the school building.

And according to the Parent-Teachers for whom father sacrificed a quiet evening, father entertains rather gracefully.

H. L. Bell, chairman of the Entertainment Committee, supervised the program.

Readings from James Whitcomb Riley were given by M. T. Betton. Torleif Younge sang three solos. The Rev. Earl A. Blackman spoke on "The Home of Today and Yesterday."

Port Angeles, Washington, Roosevelt High School P.-T. A. celebrated Founders' Day by a real birthday party with three real birthday cakes presented by the three local bakeries. These were auctioned, the proceeds swelling the collection for child welfare. This fund was increased still more by the offerings of the guests, a cent for each year of their ages. This association is offering prizes to students for the best essay on the care of their teeth. Simplicity in dress for high school students has been stressed throughout the year by the mothers in the association and all girls who have worn simple dresses have been encouraged.

The P.-T. A. of Hudson, New York, made four banners which were presented to the four grade schools. These were awarded to the classes having the highest average in the posture tests.

New York State had four districts reporting one hundred per cent. publicity for one month, as follows:

	No. Clubs	No. Clubs Reporting.	No. Press Notices.
Binghamton			
Mrs. Parke	27	27	269
Buffalo			
Mrs. Taylor	25	25	289
Rochester			
Mrs. Thompson	42	42	463
Rockland County			
Mrs. Clarke	6	6	36

The parents of the Laurel Hill School, Ohio, pack the "one hot dish" for the school lunch in pint fruit jars and the resourceful teacher heats these jars by placing them in a large tin of water set on the stove.

From the "Question Box Department" of the Ohio Bulletin:

Question. How can I make my children eat certain foods?

Answer. (By Mrs. De Armond.) First by not allowing the grown-ups in the family to entertain food prejudices, remembering that children imitate food as well as other habits. Secondly, by preparing and serving the foods in question in new and attractive ways. Your chairman will gladly send recipes on request. Thirdly, by getting away from the "you must" and appealing to the child in his own language and his imagination. If you can not do this, send to the American Child Health Association, 370 Seventh Avenue, New York, for booklets on this subject. They cost but a penny apiece. Another delightful thing from the same association is the Healthland Flyer Folder, which so captivates the child's imagination he does not have to be made, but wants to eat all right foods because they make him well and strong.

(NOTE.—In this connection the "Health of the Runabout Child," from the Child Health Association is a most excellent book for parents to read and use. The prices for quantities is very moderate.)

NATIONAL OFFICE NOTES

BY FLORENCE V. WATKINS

In the February "Foundation Forum," The Buffalo Foundation, 1028 Marine Trust Building, Buffalo, N. Y., is an excellent article, entitled "The Inexcusable Lie," which every parent should read if—he wishes world peace! In this issue are two other articles of interest to social workers—"He Who Undertakes" and "Three Laws of Mental Hygiene."

Do not forget the excellent booklet prepared by the American Child Health Association, for the National Congress of Mothers and Parent-Teacher Associations. It is called "My Little Child's Health" and may be secured from the National Office for ten cents a copy. The State of Georgia has purchased one for each local in the state. Every mother should own a copy.

If each local could also have the attractive booklet prepared by the same organization—"The Runabouts in the House of Health," price 15 cents, to accompany "My Little Child's Health," it would have program material for many interesting and worthwhile meetings. "The Runabouts" should be ordered from the American Child Health Association, 532 Seventeenth Street, N. W., Washington, D. C.

Fort Wayne, Indiana, has been having a class in "Training for Parent-Teacher Leadership." In a letter received recently occurs this paragraph: "We have been having some splendid meetings here this winter, with our state officers with us once in a while. Our class in 'Training for Parent-Teacher Leadership' has just closed, and now they are asking for another. These classes could be very successful, it seems to me, in many states. All you have to do is to create the interest in the first one and then they will take care of themselves."

Several hearings have been held recently on the bills in which the National Congress of Mothers and Parent-Teacher Associations is interested. Many of the same people appeared against the Child-Labor Amendment, the Prohibition measures, and the Education Bill as appeared against Maternity and Infancy Bill!

"Suggestions for a Physical Education Program for Small Secondary Schools" has just been issued by the United States Bureau of Education. It has been "arranged with special consideration of the problems in physical education which face the local school officials where there is no director of physical education." It is full of excellent suggestions for local Parent-Teacher Associations. Copies may be secured by sending ten cents to the Superintendent of Documents, Government Printing Office, Washington, D. C., and asking for "Physical Education Series No. 3, Department of the Interior, Bureau of Education, 1923."

Delaware has another pair of splendid leaflets! This time the subject is "Music in the Public Schools," and is Number IV in the series on

"The School as a Community Center." The text is full of interest and the pictorial leaflet splendidly illustrates the subject matter.

Another publication of the United States Bureau of Education, just off the press, is "Health Promotion in a Continuation School," and is No. 5 in School Health Studies. Copies may be secured for five cents from the Superintendent of Documents, Government Printing Office, Washington, D. C. Herein is described the excellent work being done in the "Girls' Continuation School of Fall River, Massachusetts." This school "was established to comply with the state law which requires children of school age in industry to attend school one-half day (four hours) each week and which also requires cities to make provision to enable these children to comply with the law." The girls' school is a homemaking school with emphasis on health. Last year there was a daily attendance of 250. The course of study outlined is most interesting. Many Parent-Teacher Association workers will certainly wish they were girls again and lived in Fall River so they could take the course.

Those who are working for child-welfare legislation in states will be interested in a publication of the Children's Bureau recently issued (1924), "State Commissions for the Study of Revision of Child-Welfare Laws," by Emma O. Lundberg. It is Bureau Publication No. 131 and may be secured for fifteen cents from the Superintendent of Documents, Government Printing Office, Washington, D. C.

Through the courtesy of the Demonstration Director of the American Child Health Association, Fargo, North Dakota, we have received the following report of work being done there which will be of interest to all Parent-Teacher Association workers:

"Mrs. W. J. Ford, who is the president of the new Parent-Teacher organization for pre-school child study, has placed her organization entirely under the direction, as to the method of study and procedure, of the Child Health Demonstration in Fargo, North Dakota.

"Mrs. Ford and Dr. William J. French, the Demonstration Director for the American Child Health Association, are devoting the first few months to organizing the work. They have adopted 'My Little Child's Health' and 'The Runabouts in the House of Health' as their textbooks.

"Through Mrs. Ford's efforts the librarian of the public library has agreed to purchase quite a number of reference books on child health, which are to be kept in an especial place and made available for reference to whoever wishes to consult them. These books, which have already been ordered, were selected from the Bibliography in the back of 'My Little Child's Health.'

"There is no doubt that this organization is going to be of tremendous benefit to the pre-

school age group, and that it will enable the Demonstration to reach the majority of the pre-school children in Fargo."

"Hygeia" for March, 1924, has many articles we should all read—and study. There is one for mothers on page 135—"Teaching Children to Like Wholesome Foods." Another on page 142—"The Rules of the Game"—treats of six significant factors in health. Those interested in the subject of motion pictures will enjoy "Will the Movies Supplant the Preacher?" on page 146.

Anyone interested in posters should read "How to Plan a Poster" on page 162.

On page 164 is "Overcoming Contrariness and Fears in Children," by Mrs. Helen T. Woolley, of the Merrill-Palmer School in Detroit, Michigan. If every parent—father and mother—could read this article it would mean a better chance for many boys and girls. This one article is worth the price of the magazine—twenty-five cents. Then, too, "Nothing But a Cold" should be read and much of the advice there given should be practiced.

This magazine is improving the quality of its articles with each issue. The price is \$3.00 per year. The address is "Hygeia," 535 North Dearborn Street, Chicago, Illinois.

The Federation for Child Study, 242 West Seventy-sixth Street, New York City, has started a Bulletin, the February issue being the third. On the first page of this issue is an article by Alma L. Binzel on "The Universities and Education for Parenthood." This article shows what is being done in various colleges and universities to offer courses for training parents. It is interesting to note that men as well as women are beginning to demand that such courses be given.

"To Wash or Not to Wash," in the same issue, would give many mothers suggestions of what *not* to do as well as what to do.

In "Child Health," the publication of the Ameri-

can Child Health Association, 532 17th St., N. W., Washington, D. C., March issue, are several especially fine articles—so many are good that it is difficult to make a choice. "A New Partnership for Children's Health" is a description of how public and private forces have combined in the East Harlem District in New York City. Then follows an article on "Two Nursery Schools—Nurseries Working for Health, Education, and Family Life." This article described the work being done at Ruggles Street, Boston, in a school organized as a philanthropy, and one in Cambridge which is a private venture. The three objectives of these nursery schools are: (1) Bodily health, (2) education, (3) to strengthen the tie between the family and the children. The article states: "Fifty per cent of the value of a nursery school is the effect which it has on the attitude of the parents towards their children and on the knowledge which parents have of their children. . . . Health, education, strong and beautiful family life—if nursery schools can bring these things to little children, they will be of real and lasting value to the community."

An excellent article by Ethel M. Watters, M.D., Acting Director, Maternity and Infancy Division, U. S. Children's Bureau, will interest everyone who worked for the passage of the Infancy and Maternity Bill. It is entitled "Democracy and the Individual Life." All will be interested in the section on "Little Mothers' Classes."

"The Technique of Poster-Making," by Zilpha Mary Carruthers, is excellent. The "Ten-Point Rule for Posters," will be of value to any workers who are preparing posters in connection with any phase of the work.

The Philadelphia Child Health Society has accomplished much for the physical well-being of children, among the worth-while things being regular school instruction for all seventh- and eighth-grade girls in the care of children. The article describing this work is by the managing director, Wm. C. Ewing.

PLAYING FOR HEALTH

Through the efforts of our Chairman of the National Committee on Physical Education, Dr. C. Ward Crampton, of New York City, a significant departure is about to be made in the field of health education, by means of motion pictures.

The Pathé News Weekly Review will put on National release in September, each week for seven weeks, a 400-foot reel devoted to a single physical exercise, which is especially adapted for home use, these seven forming a series.

Each reel has been prepared to "put the message over from the commercial exhibitors' angle." Scenarios have been written in story form and include some striking historical scenes of the ancient East. An analysis of the exercise itself, with medical laboratory apparatus, scenes of application of the exercises to daily life in various ways, including Bert Green's animated cartoon.

These films we hope and believe will mark the beginning of a new epoch in which the health and educational message can be presented so attractively that people will pay a regular admission fee to see it.

This venture has been made possible through the assistance of Colonel Jason S. Joy, Execu-

tive Secretary of the Committee on Public Relations; Lee F. Hanmer, of the Russell Sage Foundation; Mrs. Dessez, head of the Educational Department of Pathé, and Mr. E. Cohen, the Director of the Pathé News. Pathé has spared no expense to make these films a commercial success. If they are successful it will be due not only to their intrinsic merit, but to the support which can be given them by the members of the great national organizations interested in health. Each local association will profit greatly by seeing these films. Interview the proprietor of your best motion picture house and ask him to call for these films when they are released, and to notify you when they will be shown so that you can notify your parents, teachers and pupils.

Later, arrangements can be made through your local moving picture man to give a special showing of the assembled films before a large general meeting. This is a movement that will do a great deal of good to your community. It will aid in the development of a National Program of Physical Education and incidentally it will encourage a definite improvement in the character of moving pictures.

Questions for a Mother to Ask Herself

V

Is my child self-conscious? Why?

Do I show him off before company?

Do I repeat his bright sayings where he can hear me?

Do I comment on his looks?

If he is timid or awkward do I dwell constantly on these traits?

Has he too little association with other children?

Has he never been to Kindergarten?

Prepared by

MARGARET J. STANNARD

EMILIE POULSSON

MAUDE LINDSAY

NOTE.—This is the fifth in a series of leaflets prepared under the direction of Margaret J. Stannard, of the Garland School of Homemaking. They were first used for distribution at the Child Welfare Cottage maintained during the war by the city of Boston. Local associations are urged to reprint these leaflets and distribute them among members.

NEWS OF THE STATES

GEORGIA

A copy of one of the typed Bulletins sent out each month to all members of the Glenwood Parent-Teacher Association of Decatur.

GLENWOOD BULLETIN—FEBRUARY

P.-T. A. ACTIVITIES

1. Executive Board entertained all "new" mothers and the teachers with a luncheon at the school.
2. Tea was given to mothers of First Grade at Mrs. Gordy's.
3. Tea to mothers of Mrs. Harbiur's grade at Mrs. Henderson's.
4. Tea to mothers of Second Grade at Mrs. Jeter's.
5. Tacky Party, managed by Mrs. Allen and Mrs. Blaine, of Fifth Grade. Lots of fun! \$14.00 netted.
6. Mesdames Fulton, Napier, Blaine and Jeter represented Glenwood at the DeKalb County P.-T. A. Council held on January 23, U. D. C. Chapter House.
7. Your President attended Fifth District Conference in Atlanta February 1, and State Executive Board meeting in Macon, January 30.
8. Rest room attractively refurnished.
9. High-grade thermometers place in each room.
10. Party given children for perfect attendance for fourth month.
11. Paid membership of 135.
12. Printing press bought for Second Grade.
13. Instruments bought for First Grade Orchestra.

SCHOOL ACTIVITIES

1. Program on Lee's Birthday, January 19.
 2. Thrift Week observed with program on Benjamin Franklin, dramatization of early life, wise sayings and music; 190 children have savings accounts; 100 per cent. our goal.
 3. Program on "Care of Our School."
 4. Program on "Safety." All programs develop great spirit among pupils.
 5. Adopted physical tests prepared by National Playground and Recreation Committee; playground equipment enlarged to meet requirements. All children taking great interest in this work, hoping to win bronze medals at end of year.
 6. Five boys and three girls' basketball teams organized in Sixth Grade. Regular schedule of play followed each day.
 7. Palmer method of penmanship adopted by Decatur schools. Normal class of teachers organized at Glenwood for certificates in this work.
 8. Fourteen-piece orchestra directed by Mrs. Clarke organized.
 9. Glee Clubs in the following grades: Sixth, Mrs. Harbour's; Fifth and Fourth.
 10. Entire Glenwood faculty attended lecture in Atlanta given by Dr. O'Shea, outstanding educator of America.
- Attention! Regular meeting, Wednesday, February 13, 3 o'clock.

PARENTS' TEST

1. Do you visit the school to inquire about your child's progress and deportment and to see if you can help the teacher to help the child?
 2. Do you encourage your child in respect for teachers and others in authority?
 3. Do you send your child to bed in time so that he will be rested and fixed for study?
 4. Do you provide plain, nourishing food and see that your child is up in time to eat a good breakfast?
 5. Do you teach your child to read the papers and find out the best in them, and do you encourage an interest in public affairs?
 6. Do you avoid gossip and telling of incidents which may be misinterpreted by your children?
 7. Do you encourage helpful conversation at the table?
 8. Do you interest yourself in your child's sports and amusement and friendships?
 9. Do you comply with the rules of public health in your home, and do you keep in mind the fact that while the school may do much to instill the right principles, your children are handicapped if you do not support it, by instilling obedience and high ideals of patriotism and personal life?
 10. Do you know what the lucky children in enlightened and up-to-date communities are getting?
- The psychological atmosphere of the home is the foundation of the child's success in after life, more than scholarship.

LOUISIANA

The Parent-Teacher Association of Mangham, Louisiana, was organized November, 1922, with a membership of fifty.

Mrs. Winifred Carberry, National Field Secretary, has been with the Association twice. Each time she gave help and encouragement.

One of the first steps of the Parent-Teacher Association was to look into the sanitary condition of the school. It has extended its aid in securing the best conditions possible.

An Alkahest Lyceum course was arranged for 1923-1924 under the auspices of the Parent-Teacher Association.

Movement to organize Boy Scouts was made and carried through, the Association standing ready to furnish uniforms and other things needed. Our Scouts are interested and working. They are very fortunate to have the backing of an interested community.

At Christmas time the Association put on the sale of the Christmas Seals.

Needing funds, the Parent-Teacher Association put on a play, clearing about seventy dollars. Quite a bit of home talent was found in our little city.

Steps have been taken to beautify the school grounds and streets. We are planning to make the effort to add shrubs and trees to the school's

new grounds. With the erection of a \$100,000 school building will come the opportunity of service.

Monthly programs are interesting and instructive. Every effort is made to present vital subjects of the day. Not only members take part, but the school children gladly contribute their efforts. The meetings are held in the evening, as it is then possible for the men to attend. They have taken an active part in the programs. In fact they have put on whole numbers.

This organization desires most earnestly to advance every good cause in the community, state and nation. It is glad to co-operate in those undertakings that will surround our boys and girls with right living conditions, and enable them to become strong, happy, right-minded men and women—a part of our great nation of to-morrow.

MISSOURI

FIVE THOUSAND MOTHERS (Editorial from the K. C. Star)

That was an impressive sight when five thousand Kansas City mothers met at Convention Hall. They were only a part of the twenty-two thousand membership of the Parent-Teacher Association. It was the annual observance of the Association's greater aims and activities.

Five thousand mothers! What a representation! Back of that, seventeen thousand more mothers, all co-operating with the public school system of the city.

What a power for the good of the coming generation is here denoted! And what a power for the general good of the city such an organization, whole-heartedly seeking to achieve better things, might wield!

Kansas City has broken another world record. This time she has assembled the largest number of parents at a Parent-Teacher Association Founder's Day Rally.

Mothers and fathers wearing arm bands and waving banners came to participate in the tenth annual Founder's Day Rally of the Kansas City Council of the Missouri Branch of the National Congress of Mothers and Parent-Teacher Association.

It was an impressive, never to be forgotten sight to see mothers (some with babies in their arms), fathers and friends in all walks of life, coming from the four corners of the city, all united with the same tie, the tie that binds parenthood and the welfare of the child.

As different groups settled themselves, cheers and songs re-echoed. Here was a group with swishing blue and white tassels tied to bamboo canes, over there a delegation capped in a turban of purple and orange, and so on until the beauty of the rainbow paled in comparison.

When Mrs. R. D. Rankin, chairman of the day, stepped through a large red paper heart (the heart of America) at the back of the platform and escorted Mrs. A. H. Reeve, the national President; Mrs. F. O. Cox, the state President; Mrs. Paul F. Cope, Kansas City Council President, to their seats on the platform, it was truly motherhood united.

Mrs. Reeve, using her own words, was surprised, even amazed, at the size of the gathering. Only once before had she seen a larger delegation in the interest of child welfare and that was



BEGINNINGS OF BEAUTY

Such a precious little thing—you almost wish she never would grow up.

But deep in your heart you've a picture.

That same little daughter at eighteen. One day—a sturdy school girl. The next—as delicately beautiful as a rose.

Bright eyes, the clear coloring of health, even lovely facial contours, depend much upon care of the teeth in early years.

So save young teeth from grit. Choose a safe non-gritty dental cream. Children use Colgate's willingly and regularly because of its delicious flavor.

For the sake of the future buy Colgate's today. A LARGE tube costs 25c.

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State

the world conference on education held in California.

Mr. John R. Jones, eminent director of community singing, accompanied by the Montgomery Ward orchestra, led the audience in singing a group of familiar songs.

Greetings were brought from the Kansas City Council, the Board of Education, the state, and from the founder of the Missouri Branch, our Mrs. E. R. Weeks.

The main address of the day was by our national President, Mrs. A. H. Reeve. After her talk we felt as never before that it is our national and we were a part of this big organization with a membership of over 600,000 members with every state in the Union, but one, being organized. Mrs. Reeve stated that as never before, the fathers and mothers in the home were backing up the schools and the educational forces were co-operating with the homes, both earnestly working for the betterment of the future generation.

Lunch was served on the roof garden of the hall to over 1,700 persons.

Mr. I. I. Cammack, Superintendent of the Kansas City Public Schools, in his pleasing manner, emphasized the thought expressed by Mrs. Reeve in the morning co-operation between the home and school.

FROM MISSOURI BULLETIN

SOCIAL WELFARE

Parent-teacher associations in various communities have sent in reports of their work carried on by the Social Service Department or a committee which cares for this interest. Many of them tell of clothing made and distributed, of the giving of baskets, and of other kinds of assistance.

The parent-teacher association understands how carefully all relief giving must be handled to protect children from adverse or slighting comments that hurt and humiliate childish pride, and to insure consideration for the family's privacy and self-respect. In the larger cities, parent-teacher associations work through the city councils. In the smaller cities a joint committee from the various schools takes charge of relief giving, so that local comments and gossip are prevented.

Parent-teacher associations understand, too, that families many times need more than material relief in the way of food, clothing, rent. They need friendly encouragement and neighborliness, regular employment, help in household management, opportunities for social contacts and good times. We sometimes forget how starved some lives are for acquaintances and friends, and also how limited are the resources of many people to fill their own leisure time happily or satisfactorily.

The Social Welfare chairman would like to have the Social Service Committee, or Mutual Help Department, or whatever the name is, report the variety of services which it can render in a given school district.

BESSIE A. McCLENAHAN,
Chairman.

COURSE IN LEADERSHIP FOR PARENT-TEACHER WORKERS

A Summer Course on Leadership is being offered by the State University at Columbia, for

the members of our associations the week of June 16.

This course is free, the only expense being such personal expense as may be necessary to make the trip.

The national Field Secretary, Mrs. Carberry, is to be present to give the work in detail and we hope that every Circle in the state will have a representative.

CAPE GIRARDEAU
(Mrs. T. J. Carruther)

Morley circle, organized a few months ago, has raised \$100 for congress work and is having good programs, also.

May Green circle held a Valentine program, preceded by chicken-pie supper. Program given by the children; over \$100 was made to be used for playground equipment.

Cape Girardeau Parent-Teacher Association council will co-operate with the physical director in securing play periods at regular and stated days at the two public parks, through the vacation months. We hope many schools and communities may yet ask to be organized before schools close.

Richmond Heights, Maplewood, has a Parent-Teacher Association whose activities have demonstrated a true vision of child welfare work. Providing equipment for the school that added pleasure and profit for the pupils, a kindly care over those needing help, the promotion of cultural advantages for the district tell in part the work of this splendid organization. Some of the special work done during the past year is interesting. A cafeteria was maintained, and free lunches and milk were furnished nine pupils during the year. The proceeds of a masquerade party, \$100, were used to purchase a set of blocks for the kindergarten, which was also provided with one construction train, four construction automobiles and a picture entitled "Penny a Bunch." An opera, with a cast of forty people and elaborate settings, was an event of the year. The profit from this, \$179, was used for school equipment. The association expended \$106 on the gym, and it also had charge of the school picnic. Recently, a successful rummage sale was held. Plans are complete for the purchase of reading tables for each room and a considerable addition to the school library.

NORTH CAROLINA

HIGH POINT PARENT-TEACHER ASSOCIATION HAD ANNIVERSARY

The Parent-Teacher Association of the Ray Street School held a "birthday" meeting at the school, celebrating the first anniversary of the school. The occasion was an interesting and enjoyable one and demonstrated the splendid strides the school has made since its opening.

The school had a handsome white birthday cake decorated with violets and on it was one pink candle. The children of the first grade came in and formed a circle around the cake and sang "Birthday Greetings," and then the candle was blown out by little Miss Coe, daughter of Dr. and Mrs. S. S. Coe, who is the youngest child in the school.

Reports of the year's work followed. The library project was explained by Mrs. Talbert. The school library was presented by the Parent-

Teacher Association and the Association also pays Mrs. Talbert for her service as librarian, this service being rendered in addition to her duties as teacher. Mrs. Fred Eshelman reported for the playground committee, which has accomplished much during the year. This committee started the fund for the purchase of a Victrola. Mrs. R. E. Ransom, principal of the school, told of the purchase of a motion-picture machine. Mrs. V. W. Idol told of the purchase of the furniture.

The Association raised during the year the sum of \$3,040.76, all of which has been expended for school equipment. Mention was made of the possibilities of this association financing a combination nurse and visiting teacher for another year. Miss Ransom spoke very highly of the services rendered by Miss Council, school nurse, in her duties to the school.

A report was made on Better Speech Week and the Association decided to give \$5.00 to the children who won the contest. Motion was made that the Parent-Teacher Association give a most hearty endorsement to the educational movement that is in the atmosphere at present, and has as its objective a new high school. A letter from Mrs. Wiley H. Swift, of Greensboro, was read, enclosing a resolution for the Association to sign and send to the legislature regarding child labor in the factories.

George Denny, of Chapel Hill, business manager of the Carolina Playmakers, was present and spoke of the success with which the players are meeting this spring, playing to packed houses everywhere they go. They are to play here under the auspices of the Ray and Elm Street Parent-Teacher Associations.

Attention was called to the planting of shrubbery around the school and also the planting of twenty-five maple trees around the edge of the grounds. It was announced that two speakers have given addresses recently at the school: C. L. Coon, Superintendent of Schools in Wilson, and Wilson County, and Mrs. W. H. Swift, of the Child Welfare Department.

The Mocksville Parent-Teacher Association has been up and doing this winter. A Victrola has been purchased for the school, the auditorium painted, and a cake sale and oyster supper has helped provide funds for the contemplated playground equipment.

PARENT-TEACHER ASSOCIATION

The Parent-Teacher Association of Faison held its regular meeting in the schoolhouse auditorium.

The general subject of this meeting was "Study." Miss Elizabeth Hicks ably discussed the need of regularity and recreation, both physical and mental, as aids to study. She also stressed the need of home work, regardless of how many periods a child has in school.

Mrs. O. L. McCullen presented the duties of parents along this line as being not the teaching the assigned lessons so much as supplying supplementary facts and information to stimulate in the individual child a desire to learn.

Mr. C. Beems spoke forcibly and convincingly on the need of agriculture and home economics being taught in the schools as fitting children for their life work and showed that these should not supplant the subjects now being taught, but be additional.

Throughout the school "Grade Mothers" have been elected and these ladies were officially presented to the Association.

PENNSYLVANIA

FARM SHOW BOOTH

The State P.-T. A., with the co-operation of the Department of Public Instruction and Health, held its first booth at the State Farm Show in Harrisburg. The undertaking was a success chiefly on account of the splendid support given by the above departments and Henry Klugh, manager of the show. Through the kindness of Dr. J. George Becht, Superintendent of Public Instruction, L. H. Dennis, Director of Vocational Education, and H. E. Gayman, Supervisor of Agricultural Education, secured our space at no expense to our organization.

Miss Katherine Pritchett, Supervisor of Nutrition, gave us outlines to be distributed concerning good lunches and bad lunches, and the equipment needed for a one-course hot lunch in rural schools.

Dr. Mary Riggs Noble, Chief of the Pre-School Division of the Bureau of Child Health, gave a great amount of help. She appointed Miss Annie E. Miller community organizer of the Bureau, to give the association her splendid services for the entire time. Miss Miller brought with her a great number of circulars concerning health, which she distributed during the week, and also a pair of baby scales on which a large doll was seen in the process of being weighed. Dr. C. J. Hollister, Chief of the Dental Division, had Miss Leona M. Mitchell, dental hygienist, help us, and also loaned us his attractoscope, which was a very great attraction. Miss Mitchell had circulars concerning the care of the teeth. C. Valentine Kirby, Director of Art Education, loaned us a large number of posters. The booth was decorated by Mrs. William R. McCord with posters from the Department of Health, Bureau of Art Education, and two P.-T. A. posters, drawn by Miss Margaret Rauch and the Art Club of Edison Junior High School.

Many members of the various P.-T. A.'s in and about the city aided in taking care of the booth, distributing the Association literature and speaking to passersby on the subject of Parent-Teacher organization.

SEVENTH DISTRICT HONORS PRESIDENT

On February 13, 1924, a luncheon in honor of our State President was given by the Seventh District at the Bellevue-Stratford Hotel, Philadelphia. This was the outcome of a round-table conference called in Philadelphia on January 6, at which twenty representatives from all seven counties were present. The response was enthusiastic; each County Chairman worked earnestly to make it a success, and their efforts were demonstrated to have been well worthy of praise, since 185 guests were present. The object of the luncheon was, primarily, to pay honor to the devoted work of Mrs. Kiernan; but, further, to awaken interest in our work, to promote the organization of more associations, and the affiliation of associations not already receiving the inspiration that comes from affiliation with the parent body.

Mrs. Walter E. Greenwood, of Coatesville, Pa., presided. Dr. Floyd Tomkins, of Holy Trinity Church, Philadelphia, was among the speakers;

Fourth Health Crusade Article

They are constantly playing with danger

HAVE you ever stopped to consider that the things other mothers leave undone, are a daily menace to your children?

That every playmate they have may unwittingly jeopardize their health?

That one out of three of the neighbor children is undernourished and therefore a constant magnet for disease which he can spread in turn to your own children?

That malnutrition is so prevalent among children that if it were infectious every school in the country would have to be closed?

YOU can not keep your children under lock and key. The only thing you can do to protect them, is to fight the evils that surround them.

Malnutrition is one of these evils—one of the greatest child evils we have today in this country. Its extent is amazing—almost unbelievable, considering our national prosperity. It affects rich and poor, good homes and bad, your neighbor, your schools, your immediate friends.

Two years ago the Nutrition Staff of the Borden Company began experimenting with malnourished school children. Over 1,000 such children came under their observation. They found that malnutrition could be corrected through proper observance of the fundamental health habits, and the addition of Borden's Eagle Brand Condensed Milk to the child's daily diet.

Eagle Brand is familiar to millions of Americans. It is *milk*, pure whole cow's milk combined with sugar. It contains vital elements for promoting health and growth—body building proteins, vitamins, and energy producing carbohydrates. The undernourished child needs heat and energy giving foods most of all. Eagle Brand is exceptionally rich in them because of its sugar content.

What you can do

If you wish to protect your family, join the Borden Health Crusade—and write at once for the now famous 3 Little Books.

The 3 Little Books contain all necessary information about malnutrition and what to do for it. They tell you what to feed your children; they contain a careful record of the Borden experiments; they give health rules, height and weight charts, calory and vitamin tables. A wonderful set—simple, easy to read, indispensable to every mother. And free—because the Borden Company is solidly behind this movement for better health among children, since all treatment of malnutrition leads inevitably to the greater consumption of milk—the child's basic food.

BECOME a real Health Crusader—not only by taking care of your own children but by spreading knowledge on this absorbing subject to others.

The coupon below will bring you the 3 Little Books. Clip it today—Send it today. THE BORDEN COMPANY, 395 Borden Building, 350 Madison Avenue, New York, N. Y.



Use 2 tablespoonfuls of Eagle Brand to $\frac{1}{2}$ cup (standard measure) cold water. (Pour the milk from the can to the spoon.) Give twice this amount each day to the underweight child. His rapid gain will astonish you.

THE BORDEN COMPANY
395 Borden Bldg., New York

Please send me the 3 Little Books immediately.

Name _____

Address _____

In writing to Advertisers, please mention CHILD-WELFARE MAGAZINE



also Dr. E. C. Broome, Superintendent of Philadelphia Schools; Dr. Linglebach, of the Board of Education; Dr. Lucy Wilson, of the Southern High School for Girls, who is fostering the "Know Your School" Movement; and Dr. Bertha Chapman Cady, of the American Social Hygiene Association. Mrs. J. C. Lippincott, a former president and an Honorary President of the Pennsylvania Congress of Mothers and Parent-Teacher Associations, and Mrs. William Brice, Jr., one of our Vice Presidents, brought greetings.

The success of the luncheon may best be judged by the fact that from all over we hear of associations who wish to affiliate; of communities who want to organize; of individuals who want to know more about the work, so they can gather together groups of their neighbors and try to interest them in forming new associations. The Southeastern District has received an impetus that is almost amazing, and certainly encouraging. We are expecting a banner year.

RHODE ISLAND LIBRARY HEAD TALKS

The Olneyville Free Library entertained the Mothers' Club of the Ralph Street School at their regular meeting in Library Hall. Miss Alice I. Hazeltine, Supervisor of Young People's Reading, Providence Public Library, was the speaker, and she outlined the treasures of literature for children.

Beginning with Mother Goose and fairy stories, old and new, she suggested paths leading to folklore and the great epics, to poetry, to history, and to the worth-while, well-written stories of adventure, sport, history, or school life for the older boys and girls.

Arranged on tables about the hall were many of the books to which she referred, such as "Dr. Doolittle's Post Office," which won for its author, Hugh Lofting, the Newberry Medal, awarded each year by the Children's Librarians' Section of the American Library Association; De la Mare's "Peacock Pie," Boutet de Monvel's "Jeanne D'Arc" and the stirring tales of Charles Boardman Hawes, including "The Dark Frigate," published since his untimely death.

"Of special interest to Rhode Islanders," said Miss Hazeltine, "is 'Ella, a Schoolgirl of the Sixties,' by Tappan, since the little Ella of the story attended the former Lapham Institute in North Scituate, as well as a public school in Providence."

Refreshments were served by the hostess.

DENTAL CLINIC

The James C. Potter Parent-Teacher Association of Pawtucket also reports a wonderful work in the establishment of a dental clinic in the James C. Potter School. This work was started in September. In a short time a chair was installed—which is nearly paid for—equipment has been furnished by the Association, necessary plumbing has been done by the city fathers, and the school dentist has charge two days a week. About two hundred children have been treated.

MOTION-PICTURE MACHINE

In October, the Lexington Avenue-Sacket Street Parent-Teacher Association caused to be installed in the new Sacket Street Grammar School, a

motion-picture machine at a cost of \$800. Three of the officers signed the note. Through efforts of the children, handbills left at doors and a broadcast message on the radio by Mrs. F. A. Church, by courtesy of the Outlet Company, the interest of the friends of the school was aroused. From receipts from several motion pictures and two whists held at school, the first note was paid in February, and the prospect is encouraging that the entire cost will be covered this year, when the machine will become the property of the Sacket Street School as a gift of the Parent-Teacher Association.

LUNCH ROOM

The North Kingston Parent-Teacher Association started its second big project in January, when it opened the lunch room in the Wickford School. From the first week the proceeds have covered all expenses. Nearly one hundred and twenty-five children are served each noon. The school Board willingly assisted this work by installing necessary plumbing and building cupboards. The Association raised \$100 for part equipment while remaining equipment was furnished by donation. In referring to the work of this organization, Mr. James E. Reynolds, Chairman of School Committee of Warwick, said, "An organization existing solely for the purpose of promoting higher ideals among our boys and girls has my hearty approval and I appeal to all for a generous support of the work of the Parent-Teacher Association of the Town of North Kingston." The Superintendent of Schools of the town, Mr. Elmer Hussey, added his voice of approval. "I have already found your friendly co-operation with myself and the school committee a great help in my work."

WASHINGTON BELLINGHAM HIGH SCHOOL

Parent-Teacher Associations are paying more than usual attention to the physical activities of the students. A splendid tennis court, strictly modern, has been one of the enterprises promoted by the Whatcom Association. They hope to attract the state tournaments this year.

SPOKANE—NORTH CENTRAL HIGH

Inaugurated a "Know-Your-School-Better" campaign in September. This action followed a discussion which accentuated the specific need for a general education among parents of high school students, along the line of the high school program. The following list of queries prepared by the school principal has supplied the basis for the Mothers' Club programs throughout the year, with the exception of those of a social nature. The benefit to all concerned can be readily conceived:

What are the courses being offered in North Central? Which one is your child taking? Is it the one your child should take? Why? How many semesters has Mary (or John) been in school? How many credits toward graduation has she? Is she ahead or behind her grade? What equipment has your school to help present the studies your child takes? What should it have? How large are Mary's classes? How large should they be? What other organized work of the school, besides regular classes, is Mary interested in? Girls' League? What is the Girls'

League? What is its purpose? History? Achievements? etc. What is the Boys' Foundation? What is its purpose? History? Achievements? etc. Clubs—what ones are here? Are they all wholly beneficial and necessary? What is expected of the schools in this matter? What is the school now doing? Should home, or school, accept the greater responsibility in moral training? What sort of co-operation should be undertaken in the matter of moral training? Have you made a real inspection of the High School Library? What use is Mary making of the Library? How closely do you advise with her about such matters as day by day success in class work? Have you done all you can to help to make home conditions right for home study?—room, light, freedom from disturbances, regular hours, etc. How many of Mary's teachers have you met and talked with? How many times have you visited in one of her classes? What does Mary's teacher know about Mary's home, family, ambitions, possible obstacles, etc.? If she knew the child's traits as you know them, could she succeed better? Can the work of the teacher be performed better than it now is, if that teacher had the whole-hearted, well-informed, widespread co-operation of the mothers of her pupils? and fathers, too? Can the whole complex work of the school be performed better than it now is, if the school should receive the interested attention and constructive criticism of large numbers of its patrons organized for systematic study and effective self-expression?

BREMERTON—CHARLESTON UNION HIGH

Has solved the problem of introducing parents, teachers and heads of student groups and school board members in that section. For the past two years for its September reception to teachers, the Union High School Parent-Teacher Association has given what they term a "Picnic Supper" in the school. Committees from the organization personally invite the patrons calling upon each to contribute to and become a part of the general plan. All comers wear name cards for identification purposes. After the informal dinner at which all seem to feel their responsibility as hosts, impromptu talks are made by members of the groups represented, and all join in community singing.

TACOMA—LINCOLN HIGH

At this school Parent-Teacher aims and purposes are interpreted to mean not primarily a Parent-Teacher organization, but rather a Parent-Teacher-Student triangle through which child welfare may be made far-reaching.

To further modern visual education, as well as to stimulate a desire for better films, a motion picture machine was purchased by the Parent-Teacher Association. The first "movie night" netted funds to half pay for the apparatus. Two hundred and fifty mothers attended the Mother-Daughter luncheon in the fall which was held in the cafeteria with the students, the regular menu being served. Nearly eight hundred parents took part in the "Back to School" night. Programs made out by the students for their parents indicated class rooms, teachers and subjects taken. Parents assumed the roles of their children, observing ten-minute periods in each class, where they were met by the teacher, who discussed that particular subject. A Colonial tea honoring particularly freshman mothers, was given in Febru-

ary with about three hundred present. Stunts were put on by the girls in the gym and swimming tanks, after which the commercial classes were visited. An unusual feature was the impromptu three-minute talks by six girl students on "Why Parents Should Visit the School," and the reasons why the Parent-Teacher Association should be extended to include student members.

Two big nights for fathers and sons have been held. These featured athletic contests principally and were held in the gym. The admission for each boy was a father. Fathers represent a good percentage of the membership and the teachers are one hundred per cent. in both membership and co-operation.

TACOMA—STADIUM HIGH

Founders' Day was observed with appropriate ceremony. The annual Recreation Night frolic and program in which parents, teachers and students join, is a happy feature of each year. "The Girls' Club" is a new student feature at this school which promises much in the way of a democratic co-operation since each girl entering high school automatically becomes a member. This body will send a representative to the executive board of the Parent-Teacher Association. The president of the regular student body is also a delegate. A regularly organized loan fund will be established at an early date, to assist worthy students, taking the place of the spasmodic effort of the past few years.

BURLINGTON—BURLINGTON HIGH

That fathers and sons are coming into a closer and more sympathetic association these days through the medium of the popular "Dad's" nights, is indicated in many high schools of the state. An especially fine spirit of community service was expressed when the proceeds from the Burlington High School Father-Son banquet were used to install a steel swing on the grade school playgrounds.

ABERDEEN—ABERDEEN HIGH

Sponsored and chaperoned two high school "Mixers," arranging a program of stunts, games and community singing. The high school orchestra supplied the music for the dancing which followed. Aberdeen fathers staged a most successful "Dad's" night, planning the program and serving refreshments. A "Day in School" brought high school methods effectively to the minds of the many parents who attended. Classes were conducted in regulation fashion, parents being required to select their courses and perfect a schedule and attend classes for five, ten-minute periods. Needless to say that the social hour which followed lacked nothing in enthusiasm, and conversation topics.

SEATTLE—HIGH SCHOOL COUNCIL

Franklin and Lincoln have been giving community dances under auspices of the organizations and chaperoned by their members. They have met with obstacles, but feel that these will be overcome and that time will prove their efforts worth while.

Roosevelt and Ballard have been advertising in their respective school papers and it has been very successful.

West Seattle High reported a mothers' and daughters' banquet given in the lunchroom. The men of the faculty and some of the fathers served.